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ABSTRACT

This document examines the transferability of distance learning qualifications within the 16 member states of the European Union and 18 Eastern European countries. Chapter 1 explains the document's structure, and chapter 2 presents basic information about the legal background regulating the recognition of academic and vocational qualifications in the European Union. The following programs and networks in Eastern Europe are discussed in chapter 3: the United Nations Educational, Scientific, and Cultural Organization's European Centre for Higher Education; European Community Course Credit Transfer System; European Network of Information Centres; International Network for Quality Assurance Agencies in Higher Education; and PHARE (originally called Poland and Hungary: Assistance for the Reconstruction of the Economy). The 16 sections in chapter 4 include the following information for each member state of the European Union (Austria, French-speaking Belgium, Dutch-speaking Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom): policies and procedures for recognition of distance education; bilateral or multilateral agreements regarding recognition of training; and useful addresses of sources of specific information about recognition of training in the specific country. Chapter 5 contains comparable information for 17 Eastern European countries: Albania, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, former Yugsolvia Republic of Lithuania, Macedonia, Moldova, Poland, Romania, Russia, Slovak Republic, Slovenia, and Ukraine. The bibliography contains 30 references. Appended is a list of seven directives regarding recognition of professional education and training. (MN)

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FernUniversität
-Gesamthochschule- in Hagen

ZIFF-PAPIERE 107

ED 415 369

Ulrich Grochtmann, Alice Kraft-Dittmar, Martin Sander

Transferability of Distance-Education-Qualifications

Zentrales Institut für Fernstudienforschung
FernUniversität - Gesamthochschule -
Hagen: Dec. 1997

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1. Preface

The following Final Report chiefly aims at providing a rather comprehensive analysis of the transferability of distance-learning-qualifications within Europe. On the other hand, it will not completely neglect those qualifications or certificates which have been achieved by means of vocational education or "traditional" higher education. If advantageous, the different areas of higher education will be compared in order to achieve a comprehensible structure.

For the same reason, the report has been divided into three main parts:

- Part 1 is to provide some basic information about the legal background regulating the recognition of academic or vocational qualifications in the European Union. As no such general guidelines have been defined for the countries of Eastern Europe yet, this introductory chapter shall also give an overview of European programmes and networks which deal with the process of recognition and prepare these countries for membership in the European Union.
- Part 2 will describe the process of recognition with regard to the individual member states of the European Union. In addition to the European regulations mentioned above, each of these countries will be given its own chapter providing information about bilateral or multilateral agreements and giving some useful addresses for persons who wish to make specific enquiries about the way recognition is regulated in the country concerned.
- Part 3 then is to provide comparable information for countries in Eastern Europe: if available, national regulations concerning the process of recognition will be introduced while emphasizing the development of distance education in the individual countries. Moreover, addresses will be given which should be contacted if detailed information is needed. In addition to this, there are several Internet-links which may be traced for individual study via WWW.

2. Legal background for the EU

According to information provided by the *Sekretariat der Ständigen Konferenz der Kultusminister in der Bundesrepublik Deutschland/Zentralstelle für ausländisches Bildungswesen* and the German *Industrie- und Handelstag* in Bonn, there is no specific procedure of recognizing distance education courses for vocational training within the EU. The recognition of vocational qualifications which give access to a profession that is regulated individually by a member state of the EU is subject to various specific and general guidelines issued by the European Council. These guidelines do not consider the question whether a distinct professional qualification has been acquired by means of conventional or distance education.

With the recognition of academic diplomas one has to differentiate between academic and vocational education. The recognition of foreign academic certificates in Germany is executed by the university concerned.

The permission to use a foreign academic title is regulated by the ministries for science of the states (Bundesländer).

The basis of legal acknowledgment for the academic recognition of universitary examinations in countries belonging to the European Union is the Convention of the European Council. Moreover, there are some bilateral agreements between France, Italy, Austria, Spain and the Netherlands. At the moment, a table of these agreements on equivalence is out of print but will be reissued in several weeks.

On the basis of the European treaty of 25 March 1957, the freedom to offer services and to be chartered in any of its member states a regulation for the mutual acknowledgement of vocational qualifications is a prerequisite. As long as such regulations do not exist, acknowledgement is a matter of the employers.

The Council of the EU has passed regulations for some professions - there are sectoral and common regulations available.

sectoral regulations in the academic fields are:

medical doctors' regulation	75/362/EEC
lawyers' regulation	77/249/EEC
dentists' regulation	78/668/EEC
veterinaries' regulation	78/1026/EEC
pharmacists' regulation	85/433/EEC
architects' regulation	85/384/EEC

These regulations encorporate a list of diplomas and certificates which entitle the holder of such qualifications to be a professional in a member state as well.

There was no consensus about such regulations for the field of engineering, which was the reason for giving up the endeavour to regulate on a sectoral basis.

Equivalence of functions and the trust in the quality of vocational training became the basis for mutual acknowledgement of qualifications. Two general regulations were adopted:
a) 89/48/EEC, of 21 December 1988, for the acknowledgement of universitary examinations with at least a three-year vocational training;
b) 92/51/EEC, of 18 June 1992, for the acknowledgement of diplomas with less than a three-year vocational training at university level (or college) or vocational training in the sector below university level.

These two are the basis for the acknowledgement of the qualifications which are necessary to enter those regulated professions that are not regulated by sectoral regulations (see above).

These general regulations for acknowledgement give evidence of the member states' mutual trust in the quality of their national regulations. Only a certification for the professional qualification is needed - there is no prescribed content for the curriculum (syllabus) or the examination procedures.

Both general regulations offer the possibility for each member state to ask for additional examinations or curricula for adaptation of a maximum length of three years. Applicants may choose the type of additional prerequisites (up to three years course or examinations).

On top of the second general regulation applicants may even be promoted to a higher level of acknowledgement, if the following conditions are fulfilled: Migrants who hold a diploma of the lower type (college level or less than three years university level) may be acknowledged and work in another member state in the higher level if they fulfil additional prerequisites like long experience as a professional and/or the mentioned mechanism of additional adaptation courses or examinations respectively.

For the acknowledgement of qualifications according to these regulations, the following criteria have to be fulfilled:
1) applicant must be a subject of one of the member states of the EU;
2) training (study and practice) necessary for entry qualification in such a profession must have taken place in one of the EU member states;
3) the qualification presented must be the direct entrance qualification to such a profession in a member state, it must be the end-product.

Additionally, this regulation is relevant for all crafts except the craft of chimney-sweeping.

Although these regulations were to be transformed into national law within two years in all member states, this has not taken place in Belgium at all and in Greece only for the professional field of nursing and social engineering.

If in the target member state the transformation process has not come to a legal result, applicants may, according to the sentences of the High Court of Europe, claim their right based directly on these regulations.

In Germany e.g. according to the new §7 of the craftsmen-order from 1994 all holders of higher education qualification certificates from another member state of the EU are entitled to the same rights to open a craft shop in their relevant profession as their German counterparts having a German certificate.

According to the decision of the EU Council from 16 July 1985, the EU is working on a documentation of all national certificates in the field of vocational education at large. To come to comparability of such certificates national certification was grouped into five levels of qualification. This was done with the intention to enable mobility within the European Union. From the German point of view this procedure (to identify levels) still has to be worked on because there is an orientation only at the level of schooling.

Accreditation via the nostrification procedure is possible since 1977 with France and Austria on the basis of bilateral agreements.

After the inspection of curricula and examination procedures such nostrification agreements exist for 30 professional qualifications and 293 Austrian ones. The greater the differences in curricula or examination procedures, the greater the difficulties in mutual acknowledgement. As an alternative there is an initiative to come to comparability agreements with France without codified procedures.

In the field of crafts and industry, initiatives can be noticed to develop certificates that already state EU-wide validity.

According to the two regulations 89/46/EEC and 92/51/EEC, every member has set up a national information agency to provide information for migrants and applicants on these topics. The problem with these agencies is that they are not entitled to certify equivalencies but that they only have the task of spreading information about the legal procedures (addresses in the following chapters on each country).

If an applicant is rejected for a regulated profession in spite of the fact that he would be entitled to such a profession in another meber state, he may suit the case in accordance with regulation 89/48/EEC and/or 92/51/EEC at the European High Court.

For all those acknowledgement procedures which are not regulated Europe-wide by the general regulation the goal is not to come to a decisive regulation but instead to further the transparency of vocational education at large. This is the reason for the development of a personal document which states the individual qualification - into this document all official and industrial work documents relevant to the professional biography could be incorporated. One step into this direction is the project to issue multilingual certificates - as an attachment there should be a description of the professional profile in three languages at least.

Life-long learning makes it even more difficult to document the real vocational qualification of the workforce. This was the reason for the Commission to present the idea of a personal card of professional vocational competence.

2.1 Further vocational training in Europe: requirements for admission, quality and extension

The admission to measures of vocational further training is depending on the type of company and on the socio-professional status of the employer.

In France, companies are obliged by law to supply general investments for vocational further education.

The superiors concerned decide upon these investments.

The systematic determination of demand (according to priorities established by the management of a company) is limited to major companies in certain countries. Costs are mainly beared by the companies.

Most of the measures in further education do not lead to recognized certifications nor do they necessarily yield a direct and secure financial advantage. The main emphasis is laid upon the securing of quality, while pracitical conversion does progress only slowly.

Certificates of educational institutions under public law are state-approved, while private courses or courses within companies are only sometimes rewarded with a certificate.

Up to now, there is no recognized system of certification in practice. However, private suppliers measure out an increasing importance for an official recognition of quality according to DIN 9000 (standardization after ISO 9000).

Notwithstanding some exceptions, measures for vocational further training for the area of non-formal professional further education are examination regulations for further education. With regard to this matter, one has to distinguish between two types:

- According to § 46 (1) BBiG resp. § 42 (1) HwO, the responsible authorities pass regulations for further education for their area of responsibility which may differ regionally. The German *Industrie- und Handelstag* (DIHT) and the German *Handwerkskammertag* (DHKT) try to achieve a national standardization by setting up recommendations. At present, there are 2250 different regional regulations for further education for some 350 certificates.
- § 46 (2) BBiG resp. § 42 (2) HwO enables the German *Bundesminister für Bildung, Wissenschaft und Technologie* (BMBF) to pass national regulations for further education. At present, there are 180 such regulations for further education, most of which are regulations for master craftman's certificates in trade or industry.

from: Mark Ant et al. (Eds.): *Berufliche Weiterbildung in Europa: Zugang, Qualität und Umfang*

3. Programs and networks in Eastern Europe

3.1 CEPES-UNESCO

General information

The UNESCO European Centre for Higher Education, CEPES, is located since its establishment in 1972 in Budapest. Its area of responsibility covers the UN "Europe Region", i.e. Europe including Turkey, and in addition, North America and Israel. Through this pan-regional mission and its specific competence related to conditions in central/eastern Europe, developed through more than 20 years of presence in this part of the region, CEPES strives to be a bridge between the western and central/eastern countries of the region.

Out of total 27, CEPES has at present six staff members (including the director) recruited internationally and a local staff, seconded by the Romanian government: two computer specialists and four documentalists, five editors and 10 secretarial and technical staff. CEPES carries out its programme following the advice of the Advisory Board, consisting of eight scholars appointed in their own capacity by the Director General of UNESCO and a representative of respectively, the Council of Europe, the European Union and the OECD. Non-governmental organizations, such as the European Rectors' Conference and the International Association of Universities, participate as observers.

In addition, like all UNESCO divisions, CEPES collaborates closely with the National Commissions for UNESCO in each country.

CEPES co-operates with several specialized networks: the CEPES Network of Liaison Officers, appointed by the Ministries of Education and Sciences in each Member State; the European Network of Information Centres on recognition and mobility (ENIC); the European Group for Academic Assessment (EGAA); the european Network for Staff Development in Higher Education (ENSDHE); the Consortium for Higher Education Researchers (CHER); the European Network for Women's Studies (ENWS).

CEPES activities are carried out within the following domain:

- Clearinghouse for information in higher education, with the UNICOM electronic network;
- University co-operation, with academic mobility and recognition, quality assurance and accreditation;
- Studies, publications, forum.

(source: http://www.education.unesco.org/educprog/cepes/aboutcep.htm)

Background

The activities of CEPES in academic recognition and mobility have been defined by its function, assigned to it in 1984, by the Director-General, to act as Secretariat to the Regional Committee for the Application of the UNESCO Convention on the Recognition of Studies, Degrees and Diplomas in Higher Education in the Europe Region.

The UNESCO Convention for Europe, adopted by a Diplomatic Conference in 1979, was a consequence of the Helsinki CSCE spirit in the seventies. It was also one of the six regional conventions on the recognition of diplomas in higher education covering the whole world, adopted under the aegis of UNESCO as an expression of the Organization's determination to promote international understanding by encouraging the mobility of staff and students and the recognition of diplomas, through the adoption of legal instruments, as one of the means to achieve this objective.

The CEPES Secretarial activities consisted in organizing the meetings of the Regional Committee, in two year intervals, and enacting its decisions. The implementation of the decisions often triggered and initiated a series of activities such as studies, activities of comparative research in higher education, workshops and surveys and were reflected in the CEPES publications: Monographs on higher education systems, topical issues of the review, or specific studies.

Present activities - a new Council of Europe/UNESCO Convention on Academic Recognition in the Europe Region

The changes in post-1989 Europe have had a bearing on the entire range of CEPES activities, including those in academic recognition.

The Contracting States of the UNESCO Convention grew to the number of 41. The new Contracting States consisted of the newly independent states in Europe (former Soviet Union, former Yugoslavia) but also France (1989), Canada (1990), Switzerland (1991), Liechtenstein (1993) and Germany (1994) ratified the Convention and the range of its activities widened.

The political changes in Europe, furthermore, underlined with more strength the need to promote partnerships with associated organizations in similar fields of competence, recognition of diplomas being one of UNESCO's main orientations explicitly expressed in its policy documents.

This is the reason why the decision to pool resources with the Council of Europe in the drafting of a new joint Convention on Academic Recognition in the Europe Region, came as a natural consequence of this overall process. The Convention will gradually replace the Equivalence Conventions of the Council of Europe dating from the fifties and that of the UNESCO dating from the seventies. The decision, initiated by the Secretariat-General of the Council of Europe with the full support of the Director General of UNESCO, was promoted by the decision-making bodies and Member States of the two organizations.

Reasons for support were manifold: the growing membership of the Council of Europe rendering it almost identical to that of the UNESCO Europe Region but also the numerous changes in higher education systems, the increased institutional autonomy, the need for the comparability of standards and quality assurance in teaching and learning processes, the diversification of structures, the appearance of private higher education institutions especially in Central and Eastern Europe, the increased mobility - all these elements called for a different approach to the recognition of qualifications, one that would promote an even

greater information sharing and provide for greater transparency between different education systems.

A joint Convention, administered by two major international organizations, the Council of Europe and UNESCO, would give this legal instrument greater visibility. Being in the UNESCO framework, it would also assure a link to other regions of the world. On the other hand, by greater attention devoted to its practical implementation mechanisms, it could better serve its target groups, students and staff and alleviate the recognition obstacles they are faced with.

Information networks - The establishment of the Enic Network

The growing need for an enhanced information sharing made even more significant the role to be played by the information networks linked to the diploma recognition. They were constituted by national information centres on academic recognition and mobility, the establishment of which and support to were stipulated in the UNESCO Convention but were formed under the two umbrellas of UNESCO on the one side and the Council of Europe on the other. The institutions represented in the two networks were often identical as were the contact persons collaborating with the two organizations.

The two existing networks were merged into one joint network - the Enic network - the European National Information Centres on Academic Recognition and Mobility in the Europe Region, which held its inaugural meeting and adopted its terms of reference in Budapest, in June 1994. This was done in order to render the activities more efficient, to avoid overlapping and assure complementarily, at the request of the centres themselves and in parallel with the initiation of activities directed to the drafting of the new convention. The network, assisted by a Bureau and administered jointly by the two Secretariats, Council of Europe and UNESCO-CEPES, represents the main instrument for the practical implementation of recognition procedures and problem solving. It has contributed, through joint working groups, such as the "NEED Working Party" dealing with Central and Eastern European Qualifications and "Europe-USA" tackling mutual recognition problems between European countries and the USA, to solving concrete recognition problems. New groups on specific problems are envisaged in the future (i.e. Russian diplomas).

Co-operation with the Naric Network

A parallel network, the NARIC network of the European Union, although not an integral part of the ENIC network because of the difference in memberships and political agenda, has nevertheless worked closely with the related network of the Council of Europe - CEPES/UNESCO. Since the first joint meeting of the then existing three networks NIB (CEPES/UNESCO), NEIC (Council of Europe) and NARIC (European Union) in Lisbon in May, 1992, the networks have had their second joint meeting in Budapest in 1994 and will co-organize joint meetings with integrated agendas on an annual basis. The next meeting has taken place in June 1995 in Ljubljana.

In addition, joint working parties, providing inputs from national experts but also from the three secretariats have been working, joint projects have been envisaged and joint surveys, questionnaires and publications discussed.

The general co-ordination which has contributed to the results achieved has been carried out through regular, bi-annual meetings of the Chairs and Secretariats of the networks which have contributed to the concentration of activities.

(source: http://www.education.unesco.org/educprog/cepes/acadrecg.htm)

At present, CEPES-UNESCO produces three distinct sets of publications: the quarterly review, "Higher Education in Europe", in three languages: English, French, and Russian; the "CEPES Monographs on Higher Education Systems"; the "Papers on Higher Education" Series, providing a forum for the publication of shorter works, frequently reflecting CEPES projects and the actual work of CEPES programme specialists.

for details see: http://www.education.unesco.org/educprog/cepes/cepespub.htm

3.2 ECTS

ECTS, the European Community Course Credit Transfer System, was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

The ECTS system is based on the principle of mutual trust and confidence between the participating higher education institutions. The few rules of ECTS, concerning Information (on courses available), Agreement (between the home and host institutions) and the Use of Credit Points (to indicate student workload) are set out to reinforce this mutual trust and confidence. Each ECTS department will describe the courses it offers not only in terms of content but also adding credits to each course.

The ECTS credits

ECTS credits are a value allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution, i.e. lectures, practical work, seminars, private work - in the library or at home - and examinations or other assessment activities. ECTS credits express a relative value.

IN ECTS, 60 credits represent the workload of a year of study, normally 30 credits are given for a semester and 20 credits for a term. It is important that no special courses are set up for ECTS purposes, but that all ECTS courses are mainstream courses of the participating institutions, as followed by home students under normal regulations

It is up to the participating institutions to subdivide the credits for the different courses. Practical placements and optional courses which form an integral part of the course of study also receive academic credit. Practical placements and optional courses which do not form an integral part of the course of study do not receive academic credit. Non-credit courses may, however, be mentioned in the transcript of records.

Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

ECTS students

The students participating in ECTS will receive full credit for all academic work successfully carried out at any of the ECTS partner institutions and they will be able to transfer these academic credits from one participating institution to another on the basis of prior agreement on the content of study programmes abroad between students and the institutions involved.

The learning agreement will be signed by the student 2 to 3 weeks after his/her arrival abroad to allow him/her to judge if the course chosen does in fact correspond to his/her level of competence. Any changes will be made in agreement between all parties within this period.

Most students participating in ECTS will go to one single host institution in one single EC Member State, study there for a limited period and then return to their home institution. Some may decide to stay at the host institution, possibly to gain a degree. Some may also decide to proceed to a third institution to continue their studies. In each of these three cases, students will be required to comply with the legal and institutional requirements of the country and institution where they take their degree.

When the student has successfully completed the study programme previously agreed between the home and the host institutions and returns to the home institution, credit transfer will take place, and the student will continue the study course at the home institution without any loss of time or credit. If, on the other hand, the student decides to stay at the host institution and to take a degree there, he or she may have to adapt the study course due to the legal, institutional and departmental rules in the host country, institution and department.

Students selected by each institution to participate ECTS may only be awarded a student mobility grant if they fulfil the general conditions of eligibility for the ERASMUS grant. These are:

- students must be citizens of one of the EC Member States or citizens of one of the EFTA countries (or recognized by one Member State or one EFTA country as having an official status of refugee or stateless person or permanent resident), as to EFTA nationals, students will be eligible provided they are moving within the framework of ERASMUS from the respective EFTA home country to an EC Member State. EFTA nationals registered as students in ECTS participating institutions in other EFTA countries or in Community Member States are only eligible for participation in ECTS if they have established a right of permanent residence;
- students shall not be required to pay tuition fees at the host institution; the student may, however, be required to continue to pay his/her normal tuition fees to the home institution during the study period abroad;
- the national grant/loan to which a student may be entitled for study at his/her institution may not be discontinued, interrupted or reduced while that student is studying in another Member State and is receiving an ERASMUS grant;
- one study period abroad should not last less than three months or more than one year;
- students in the first year of their studies are not eligible for receiving ERASMUS grants.

(source: http://www.u-3mrs.fr/UIII/FRANCAIS/servicom/servirei/ects.html)
(see also: http://ects.uom.gr/general.htm)

The European Commission has decided to take up ECTS in its proposal for the SOKRATES program. With the help of the means of evaluation which have been mutually accepted for ECTS, universities find it considerably easier to recognize performances of study which have been acquired abroad.

ECTS is not responsible for the content and the structure of the curricula, and nevertheless does ECTS decide on the question of the equivalence of the courses of study concerned. However, by means of ECTS the representatives of the universities concerned are in possession of a tool with which a fair solution of the problem of academic recognition may substantially be made easier.

3.3 Enic Network

Background

The 1954 European Cultural Convention provides the framework for intergovernmental co-operation on culture, education, sport and youth. 47 states are currently party to the Convention. The main activities in the field of higher education cover the:

- access to higher education in Europe, emphasising the articulation between secondary higher education; guidance; admission procedures (open access, numerus clausus); equal opportunities for underrepresented groups, and foreign students;
- legislative reform in higher education in central and eastern Europe, through advisory missions, multilateral workshops, study visits and publications;
- encouragement of mobility of students, research workers and teaching staff in higher education, especially through the new joint Council of Europe/UNESCO Convention on the recognition of qualifications concerning higher education in the European region (ETS N° 165) and the joint Council of Europe/UNESCO European Network of National Information Centres on Academic Recognition and Mobility (the Enic Network).

Organization

A National Information Centre on Academic Recognition and Mobility (Enic) is a body set up by the national authorities. While the size and specific competence of Enic may vary, they will generally provide information on:

- the recognition of foreign diplomas, degrees and other qualifications;
- education systems in both foreign countries and the Enic's own country;
- opportunities for studying abroad, including information on loans and scholarships, as well as advice on practical questions related to mobility and equivalence.

The Enic's principal target groups are:

- students;
- parents;
- employers;
- universities and other higher education institutions;
- ministries responsible for higher education;
- other interested persons and organizations.

It is strongly suggested that anyone planning to undertake a period of study abroad seek information well in advance to make sure that the qualifications earned abroad will be recognised in his/her home country.

The Council of Europe and UNESCO co-ordinate the Enic network. The network generally meets once a year to discuss problems in European academic recognition and mobility. Between network meetings, ad hoc working parties deal with specific areas. The network also plays an important role in exchanging information between the Enic centres.

The Council of Europe and UNESCO/CEPES Secretariats co-ordinate the Enic network and may answer general questions on the European Conventions and UNESCO Conventions on higher education, but not questions about the recognition of particular qualifications.

Any queries may be addressed to:

Council of Europe
Directorate of Education, Culture and Sport
Higher Education Section
F-67075 Strasbourg Cedex
Tel.: ++33 0 3 88 41 20 00 (switchboard)
Fax: ++33 0 3 88 41 27 88
E-mail: sjur.bergan@decs.coe.fr

or

CEPES
Str. Stirbei Voda 39
R-70732 Bucuresti
Tel.: ++40 1 613 0839/615 9956
Fax: ++40 1 312 3567
E-mail: stamenka@cepes.ro

Legal background

The Council of Europe's work in academic recognition and mobility is based on the following European Conventions:

- ETS N° 165: Convention on the Recognition of Qualifications concerning Higher Education in the European Region (1997) (joint Council of Europe/UNESCO Convention)
- ETS N° 15: European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953)
- ETS N° 49: Protocol to the European Convention on the Equivalence of Diplomas leading to Admission to Universities (1964)
- ETS N° 21: European Convention on the Equivalence of Periods of University Study (1956)
- ETS N° 32: European Convention on the Academic Recognition of University Qualifications (1959)
- ETS N° 69: European Agreement on Continued Payment of Scholarships to students studying abroad (1969)
- ETS N° 138: European Convention on the General Equivalence of Periods of University Study (1990)

The text of the Conventions may be obtained from:
Publishing and Documentation Service
Council of Europe
F-67075 Strasbourg Cedex

Two declarations were adopted, in 1974 and 1989 respectively, on the application of Convention ETS N° 15. A General Declaration was adopted in 1992 on the European Equivalence Conventions, that is Conventions ETS N° 15, 49, 21, 32, and 138.

The Council of Europe has also adopted six Recommendations concerning academic mobility:
Recommendations:

- N° R (84) 13 on the situation of foreign students;
- N° R (85) 21 on mobility of academic staff;
- N° R (90) 15 with a view to fostering the mobility of researchers;
- N° R (95) 8 on academic mobility;
- N° R (96) 7 on regional academic mobility;
- N° R (97) 1 on the recognition and quality assessment of private institutions of higher education.

UNESCO Conventions:

- Joint Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (1997).
- The UNESCO Convention applicable to the Europe Region is the Convention on the Recognition of Studies, Degrees and Diplomas on Higher Education in the Europe Region (1979).
- The International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean (1976) is applicable to some European countries.

The UNESCO Conventions can be obtained from:

CEPES-UNESCO
Str. Stirbei Voda 39
R-70732 Bucuresti 7

or

UNESCO
Division for Higher Education
7, Place de Fontenoy
F-75700 Paris Cedex 15

Cooperation with Naric

The Enic network co-operates closely with the academic recognition network of the European Commission (the Naric network). Following the recommendations of the joint network meeting held in Lisbon on 25 and 26 May 1992, this co-operation includes:

- joint network meetings every year;
- regular meetings of the Chairs and the Secretaries of the two networks;
- joint working parties;
- joint publications.

The Secretariat of the Naric Network is
European Commission
DG XXII
Rue de la Loi, 200
B-1049 Bruxelles
Tel.: ++32 2 295 1111
Fax: ++32 2 299 4153

3.4 INQAAHE

An International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established at an international conference held in Hong Kong 1991.

The main purpose of the Network is to collect and disseminate information on current and developing theory and practice in the assessment, improvement and maintenance of quality in higher education. Through this information-sharing, and otherwise, it is intended that the Network

- should promote good practices in the maintenance and improvement of quality in higher education;
- facilitate research into the practice of quality management in higher education and its effectiveness;
- be able to provide advice and expertise to assist the development of new quality assurance agencies;
- facilitate links between accrediting bodies especially insofar as they operate across national borders;
- assist members to determine the standards of institutions, operating across national borders;
- permit better-informed international recognition of qualifications;
- be able to assist in the development and use of credit transfer schemes to enhance the mobility of students between institutions within and across national borders;
- enable members to be alert to dubious accrediting practices and organizations.

The Network offers two categories of membership:

- Full Membership, for organizations responsible for assuring the academic quality of post-secondary education programs offered by institutions other than themselves; for example, accrediting agencies, universities which accredit other institutions, government agencies which evaluate, and commercial organizations which undertake accreditation activities.
- Associate Membership for organizations with a major interest in, but no direct responsibility for, quality assurance.

Membership costs US$50 per year. Members receive the Network's Newsletter and Journal. There is no provision for membership of the Network by individuals.

Information and views are shared through the Network's Newsletter 'QA', published every six months; through the Journal 'Quality in Higher Education', published three times a year, by access to the Network's members database; and through the Network's biennial Conference.

Those interested in quality assurance in higher education and related matters can obtain further information about the Network, and forms for application for membership, from Dr. David Woodhouse at the Network Secretariat:

INQAAHE
New Zealand Universities Academic Audit Unit
P.O. Box 11-915
Wellington
NEW ZEALAND
Tel.: ++64 4 801 5529
Fax: ++64 4 801 5089
Email: aau@nzvcc.ac.nz

(source: http://nica.marstu.mari.su/html/inqaahe/whatis.htm)

3.5 PHARE

The PHARE (originally: Poland and Hungary: Assistance for the Reconstruction of the Economy) programme is an EU initiative which provides grant finance to the 11 partner countries of Central and Eastern Europe (CEECs) in order to support them during the process of economic transformation and strenghtening democracy. The aim is to help them reach a stage where they will be ready for full membership of the EU itself.

PHARE is the largest grant assistance programme in support of CEECs and complements the EU's efforts to develop political and trade relations through trade and co-operation agreements and Association Agreements. At the end of its first 5 years of operation in 1994, ECU 4.25 billion had been made available to the partner countries.

PHARE provides know-how, including policy advice and training, from a wide range of non-commercial, public and private organisations to its partner countries. It acts as a multiplier by unlocking funds for important projects from other donors through studies, capital grants, guarantee schemes and credit lines.

It makes an increasing number of direct investments in infrastructure, together with international financial institutions, through the European Investment Bank and the European Bank for Reconstruction and Development. It also provides balance of payments support and humanitarian aid.

Further may be obtained under the following address:
PHARE Information Office
DG 1A
Rue de la Loi 200 - AN88 01/26
B-1049 Brussels
BELGIUM
Fax: ++32 2 299 17 77

(source: http://europa.eu.int/en/comm/dg23/guide_en/phare.htm)

PHARE Multi-Country Programme in Distance Education

As a programme in the framework of PHARE, the PHARE Multi-Country Programme in Distance Education is an initiative of the European Union aimed at promoting multi-country co-operation in the area of distance education in particular, as well as the further development of the post-secondary education and training systems of the PHARE countries in general. The programme aims at supporting co-operation within the field of distance education among the Phare countries, including the promotion of co-operation between the Phare region and the European Union.

The overall objective of the programme reflects new developments in the economies and the labour markets in the Phare countries and respond to rapidly emerging needs for new qualifications in both private and public sectors.

Two areas have been identified as being of key importance to the accomplishment of the programme's objectives, namely

- Development of distance education course modules in subject areas of importance to the economic and social development in the countries and their acession to the European Union;
- the establishment of trans-regional distance education infrastructures, notably the establishment of a network of distance education study centres.

In accordance with this objective it has been decided to launch a project on the development of distance education course modules. An indicative budget of ECU 4 million has been allocated to this particular project.

It is an indispensable requirement that the course modules will meet real market needs. They should deploy innovative distance learning methods that will provide flexible access and maximum support to the target groups that are addressed. This project aims at both formal, accredited modules and at non-formal, non-accredited continuing education and training modules. The modules are at post-secondary and higher education levels.

Status and organisation of the programme

The basis for the Phare Multi-Country Programme in Distance Education has been laid in national pilot projects during the period 1994-97. The follow-up Multi-Country Programme in Distance Education is currently being implemented. The work programme comprises a series of projects focused on the development of distance education infrastructures, course module development, and mid- to long-term strategy assessments. The current project on Development of Distnce Education Course Modules is a key component in this work programme.

The Phare Multi-Country Programme in Distance Education is managed by the European Training Foundation (ETF), which is the Contracting Authority. ETF is the financial and decision making authority and reports to the European Commission. The programme is implemented with the advice and support of a Programme Steering Committee with national representatives appointed by the participating Phare countries. Hungary chairs the Programme Steering Committee.

One of the main results of the 1994-97 pilot projects is the establishment of eleven National Contact Points in the countries. During the national pilot projects, the National Contact Points have organised workshops, training sessions and awareness raising events in their countries. They will be responsible for the further co-ordination and implementation of the multi-country programme, notably the setting-up of a network of 40 state-of-the-art distance education study centres. Several of these study centres already have been established and are operational. The typical study centre is hosted by education institutions, public training institutions or in private training organisations.

Several distance education organisations from European Union member states have contributed to the development and implementation of the Phare Multi-Country Programme in Distance Education. These organisations have participated in an advisory capacity, as providers of training programmes in the area of distance education methods, and/or as providers of distance education course packages.

The objectives of the project

The overall objective of the project on development of distance education course modules is to assist partner countries in meeting the increasing demands for new types of qualifications that are pre-requisites to the social and economic development of the Phare countries and their integration into the European Union.

It is therefore vital that the distance education course modules reflect new and emerging qualification requirements and the needs of the target groups. The distance education course modules should respond to real education and training needs of the countries' workforces, their private and public sector organisations and the ongoing as well as foreseeable developments in their labour markets.

More specifically the project's aims are:

- To develop distance education course modules in priority subject areas, including management and business, environmental sciences, information technology, medical sciences, modernisation of public administration services, and others (see below).
- To promote sustainable distance education course development by (a) encouraging activities in subject areas with a demonstrable market demand and (b) supporting courses, which will be capable of running on a self-financing basis after the lifetime of the Phare programme.
- To strengthen education and training organisations, such as the 40 Phare distance education study centres, contributing to the process of development of distance education in the countries.
- To encourage multi-country co-operation in distance education and the establishment and strengthening of sustainable consortia among Phare countries and between Phare countries and European Union member states, for the purpose of exchanging skills and experience on matters relating to distance education.
- To improve access to education and training to contribute to the flexibility of learning in terms of space, time, choice of content, course providers and teaching resources.
- To contribute to the further development of education in training in the Phare countries.
- To support the further development of legislation relative to distance education and to raise awareness of innovative distance education methods in the Phare countries.

Priority subject areas

The programme will support the development and pilot implementation of high quality distance education course modules that are directly relevant to the general and specific objectives set out above. As an indication, the programme will notably support distnce education courses within one or more of the following 12 Priority Subject Areas (the sequence does not indicate the relative importance of the areas):

I. European Law and International Relations
   - I.1 European law in the field of agriculture, food industry, transport, trade and services
   - I.2 Consumer law

I 3 Legislation of the single market
I 4 European and comparative law
I 5 Other

II Management and Business
II 1 Business administration
II 2 Health management
II 3 Economics and applied economics
II 4 Finance (accountancy, banking, insurance, international finance, public finance)
II 5 Marketing and sales management
II 6 Staff management and industrial relations
II 7 Small and medium sized enterprises
II 8 Tourism and leisure
II 9 Agro business
II 10 Other

III Medical Sciences
III 1 Health care
III 2 Nursing
III 3 Medical technology
III 4 Other

IV Environmental Sciences
IV 1 Soil and water
IV 2 Energy efficiency
IV 3 Other

V Information Technology, Computer Science and Software Engineering

VI Food Sciences and Technology

VII Transportation

VIII Social Sciences
VIII 1 Promotion of consumers' interest
VIII 2 Promotion of workers' rights and social dialogue
VIII 3 Social welfare
VIII 4 Communication and journalism
VIII 5 Other

IX Modern European Languages

X Education and Teacher Training

XI Engineering and Technology
XI 1 Mechanical engineering
XI 2 Çivil engineering
XI 3 Electrical and electronic engineering
XI 4 Material sciences
XI 5 Manufacturing engineering
XI 6 Computer aided engineering

XI.7 Biotechnology
XI.8 Chemical engineering
XI.9 Metallurgy and mining
XI.10Other

XII. Modernisation of Public Administration Services
XII.1 Human resource management, including staff development and training
XII.2 Information managemnt systems
XII.3 Links with industry and employers
XII.4 Fund-raising strategies
XII.5 Specific requirements for entering EU programmes
XII.6 Other training requirements of public officials or EU officials reponsible for planning and implementation of actions at local, regional and national levels related to integration with EU.

Target groups
The target groups mainly will be adults seeking further or continuing education and training related to their job and career situation. It is important to assess the relevance, usefulness and benefits of distance learning in the light of the specific needs and requirements of the target groups.

Examples of target groups are:
- Adult professionals, needing short, intensive retraining and skills updating courses;
- University graduates, requiring specific skills for entering the labour market;
- Staff involved in international and European issues (public administrations, private sector organisations, NGO's, etc.);
- Entrepreneurs, involved in small and medium-sized enterprises, requiring training in business management issues and issues related to free market economies;
- Engineers needing education and training in information technology developments;
- Managers and decision makers in both private and public sector organisations, needing management training;
- Civil servants in public administrations needing training on technological changes, structural reforms, and other areas affecting the services of public administrations;
- Executives and technical managers responsible for environmental policy formulation and implementation in public and private organisations;
- National and regional policy makers, planners and hospital executives responsible for public health services;
- Health care staff needing training in the implementation and use of new IT-based health care technologies;
- Teachers, needing updating courses and training both in vertical disciplines and horizontal areas (e.g. new developments in didactics, use of computers in education);
- Young people who have recently entered the labour market and who need further education to complement secondary education and initial vocational education.

These examples are in no way exhaustive and do not constitute any priorities.

4. Countries of the EU

4.1 Austria

On 1 July 1990, Germany and Austria concluded a contract on the cooperation in vocational training and the mutual recognition of professional examination certificates (i.e. "Abkommen zwischen der Regierung der Bundesrepublik Deutschland und der Republik Osterreich über ie Zusammenarbeit in der beruflichen Bildung und über die gegenseitige Anerkennung der Gleichwertigkeit von Prüfungszeugnissen").

Ever since this day, a committee of experts meets on one occasion per year alternately in Germany or Austria. This committee consists of German and Austrian representatives of the ministries involved (i.e. the *Ministerium für Wirtschaft* and the *Ministerium für Bildung und Wissenschaft* for Germany), the *Bundesinstitut für Berufsbildung*, the *Bundeslander* and organizations of employers as well as employees. For Germany, the committee is headed by the *Bundesministerium für Bildung und Wissenschaft*, while the Austrian part of the committee is led by the *Bundesministerium für wirtschaftliche Zusammenarbeit*.

At first, the German *Bundesinstitut für Berufsbildung* examines the professional examination certificates in question with regard to the equivalence of the exam regulations. The results of this examination are then submitted to the responsible ministries, associations or trade unions. These authorities have to take a vote on the potential equivalence (this procedure is the same in Austria). As soon as an equivalence among the exam regulations for Austrians and Germans who are in the possession of an examination certificate is ascertained, the committee will recommend registration of these certificates into a list. This list or register is part of the agreement and may be changed or amended by Austria or Germany by exchange of notes.

Persons who are in possession of such an equivalent examination certificate enjoy the same rights and the proof of the same qualifications in both countries.

With regard to those examination certificates that have already been evaluated as equivalent, no further specific decision has to be made. The privileges which result from this principle of mutual recognition apply to the equal treatment of skilled workers concerning wages and social security and to the qualifications necessary for further education in Germany resp. Austria.

Since the agreement was put into being, the examination certificates of more than half of German vocations which have afforded training have been compared to Austrian equivalents (e.g. in the sectors printing, construction, glass and ceramics industry and textile industry). Moreover, these equivalent certificates apply for horticultural, agricultural and commercial professions as well as for vocations in forestry.

According to proposals of the two countries, some "old" examination certificates have been included in the process of evaluation. For the corresponding professions which are related to these "old " certificates, new regulations and new job titles have been enacted either in Germany or Austria.

This does mainly concern changes which took place within industrial and manufacturing professions during the 80ies. As an example for this, the examination certificates of locksmiths and blacksmiths, which are equivalent to the corresponding Austrian certificates, can be found next to the journeyman's certificates of the profession "Metallbauer", which only exists since 1989.

Temporary regulations have been considered, too. Until September 1996, 293 German vocational certificates and journeyman's certificates have been compared to 188 Austrian certificates. This discrepancy can be explained if one considers the fact that the German training regulations do not follow the Austrian differentiation between industry and trade. A second reason is that there are not any specialized vocations or concentrations in Austria. The figure 293 comprises more than 50 "old" examination certificates which in the meantime have been replaced by new regulations.

4.2 Belgium (French-speaking)

For the French region of this country, the following NARIC is responsible for general questions concerning higher education or the treatment and care of the submitted applications for the recognition of diplomas (within or outside the EU):

Ministère de l'Éducation et de la Recherche scientifique de la Communauté francaise
Service des équivalences de l'enseignement supérieur
Direction générale de l'enseignement supérieur et de la Recherche scientifique

Postal address:
Cité administrative de l'État
Boulevard Pachéco, 10 bte 0
B - 1010 Bruxelles

Visitors:
Rue Royale, 204
Quartier des Arcades/6ème étage
B - 1010 Bruxelles

Phone: (32) 2 - 2105577
Fax: (32) 2 - 2105577
Contact: Chantal KAUFMANN

Recognition of academic certificates

The Belgian minister of education and scientific research decides about the recognition of academic degrees or diplomas which are subject to the Belgian law (state-examinations) as well as about diplomas granted by non-universitary institutions. In contrast to this, such diplomas which do not underlie a legal regulation (scientific degrees) can only be recognized by the university itself.

Recognition of vocational education

Applying Council Directive 89/48/EEC which determines the recognition of higher education diplomas that have been awarded after a minimum of three years of vocational training, this NARIC was denominated as a centre for information and contact. The centre provides information on any question concerning the guideline mentioned above and refers inquiries to the application of that guideline to the national coordinator or the information office of the member-state concerned. Besides, it ensures that the applications are equivalent to Belgian criteria and transmitted to the respective institution which is duly qualified to the branch concerned. In addition to this, the centre also provides some general information about regulated professions which are subject to specific guidelines defining the recognition of diplomas which have been acquired on the basis of vocational education (e.g. physicians, veterinary surgeons, pharmacists, nurses, architects).

4.3 Belgium (Dutch-speaking)

For the Flemish community in Belgium, the following NARIC provides information about academic as well as vocational recognition:

Ministerie van Onderwijs
Bestuur van het Hoger Onderwijsen en Wetenschappelijk Onderzoek
Dienst Gelijkwaardigheid
Koningstraat 136
B - 1000 Brussel

Phone: (32) 2 - 2114211
Fax: (32) 2 - 2114250
Contact: Daniel DE SCHRIJVER

As far as recognition is concerned, this centre is qualified to meet various decisions and cooperates intensively with the single authorities within the universities.

Universitary applications

The applications for admission to the first part of the course of study as well as the applications for the recognition of eqivalence of the first part of studies both have to be submitted to the university concerned. Any other type of application will be worked on by the ministry of education.

Non-universitary applications

Applications have to be submitted either to the ministry of education or to the university, the latter of which will then refer the respective application to the ministry.

The Belgian communities take part in some of the European programmes as e.g. ERASMUS, PETRA, TEMPUS or COMETT.

4.4 Denmark

Academic educational certificates

In Denmark, the universities in question decide on the equivalence and the recognition of foreign academic educational certificates.

Vocational qualifications

The recognition of foreign vocational qualifications is executed by the ministries, other local authorities or by the relevant institutions:

- general information on the European guideline for the recognition of regulated professions:
  Erhvers-og Selskabsstyrelsen
  (department of trade and enterprises)
- practice of medical professions:
  Sundhetsstyrelsen (public health department)
- recognition of engineers:
  association of engineers

The ERASMUS-NARIC (National Academic Recognition Centre) is the official Danish centre of information with regard to questions concerning recognition:

Rektorkollegiet
The Danish Rector's Conference
Ms. Helen Rasmussen
H.C. Andersens Boulevard 45
DK - 1553 Kobenhavn V
Phone: (+45) 3392-5403
Fax: (+45) 3392-5075

Information on the European guideline can be achieved under the following address:

Erhvers-og Selskabsstyrelsen
Kampmannsgade 1
DK - 1604 Kobenhavn
Phone: (45) 33124280

Admission of foreign students in Denmark

Foreign students can apply for admission if they hold a Danish entrance examination or a certificate or diploma which is recognized or assessed as comparable to the Danish entrance qualification, and can prove that they have sufficient command of the Danish language.

Recognized as qualifying for admission to all institutions of higher education are among others:

Abitur from Germany
The International Baccalauréat
The European Baccalauréat

Course requirements are laid down in the degree requirements and examination regulations.

The overall number of places available each year is limited by the Ministry of Education. Places are partly accorded to foreign students on the basis of an evaluation of their results. Not only a good knowledge of Danish but also of English is necessary. Students without at least school leaving level may be required to take a test in English.

The entrance requirement for the Ph.D. programme in Denmark is normally a Danish Master's degree (Candidatus degree). Foreign students interested in entering a Ph.D. programme at a Danish university are required to hold an academic degree equal to the Danish Master's degree.

Foreigners who do not hold a Master's degree equal to the Danish one have to fulfil qualifications before applying for admission to a Ph.D. programme. A Ph.D. student enrolled at a university abroad may apply for admission to a Danish university through a transfer of academic credit. The conditions for admission may be stipulated on the basic of a specific assessment of the applicant.

All questions about admission of foreign Ph.D. students should be directed to the relevant faculty/departement/institute. Ph.D. programmes are increasingly being conducted in English. In principle it is possible for English-speaking students to obtain a Ph.D. degree in most subjects without command of the Danish language.

Students from countries outside Scandinavia staying more than three months must have a residence permit. Citizens of EU-countries (e.g. EU exchange students on the ERASMUS programme) can apply for their residence permit on their arrival in Denmark. Students from the Scandinavian and EU countries do not need a work permit. Danish educational institutions do not offer financial support or scholarship to foreign students. All official state scholarships, EC mobility grants etc. are awarded through the official authorities in the student's native country.

Students wishing to continue their studies in Denmark on the basis of a foreign academic degree or study periods at an institution outside Denmark must apply for admission as well as for recognition and credit tansfer of their previous studies directly to the institution where they wish to pursue their studies. The relevant Studienaevn (study committee) at the institution concerned decides the eligibility of the student and evaluates the student's degree of study attainments.

Denmark has signed the Council of Europe and UNESCO conventions concerning recognition of diplomas leading to admission to universities as well as conventions concerning the equivalance of periods of university study/university qualifications, and a convention of 1975 regarding recognition of study attainments in the Nordic countries.

Except for a few regulated professions, persons with foreign credentials may obtain jobs in Denmark on equal terms with Danes on the basis of their foreign diplomas.

The level of a foreign degree can be evaluated by a Danish authority if necessary. Students may request this in writing either directly to a higher education institution which offers comparable degrees or through the Secretariat of the Danish Rectors' Conference.

Degrees in architecture and engineering are evaluated by the appropriate professional organizations. A general system concerning mutual recognition of higher education diplomas for regulated professions in the EU and EFTA countries has been implemented through directive 89/48/EEC. Denmark has designated Erhvervs-og Selskabsstyrelsen (Danish Commerce and Companies Agency) as coordinating agency for the implementation of the directive.

Applications for professions for which separate directives concerning recognition apply (e.g. medical doctors, dentits, veterinarians, midwives and architects) must be forwarded directly to the competent authorities.

Applications for recognition of diplomas or regulated professions from countries outside the Nordic and European countries must also be forwarded directly from the competent authority (see list of addresses).

4.5 Finland

Academic and vocational recognition

Finland's educational system is closely linked with the International Standard Classification of the UNESCO. In 1992, the Finnish classification of education was brought into line with the UNESCO-classification. By the cooperation of the five member states of the Nordic Council, the mutual recognition of certificates in vocational training has been put into action.

The Finnish NARIC is part of the department for higher education and research within the ministry of education. It provides information about recognition of foreign certificates for academic as well as for vocational purposes.

Questions concerning the recognition of foreign certificates should therefore be directed to the following address:

Ministry of education
Department for higher education and research
Meritullinkatu 10
P.O. Box 293
FIN - 00171 Helsinki
Phone: (358) 0 - 134171
Fax: (358) 0 - 656765
Telex: 122079 mined af
Contact: Anita LEHKOINEN

Before the ministry of education decides on the equivalence of educational certificates, it usually requests a statement on the matter by a certain university or by an advisory committee.

A second Finnish institution is the CIMO, which is responsible for inquiries concerning the aspect of mobility or exchange programs:

Centre for International Mobility (CIMO)
Hakanienmenkatu 2
P.O. Box 343
FIN - 00531 Helsinki
Phone: (358) 0 - 774775
Fax: (358) 0 - 763911
Telex: 122093 cimo sf

Since Finland joined the EU in 1995, the country has been increasingly trying to help its own workforce to achieve foreign language skills and to enhance flexibility in vocational training and qualification.

4.6 France

On January 22, 1963, an agreement on mutual cooperation was signed between Germany and France. Among other aspects, this contract concerns the equivalence of school education, examinations, academic titles and degrees.

On June 16, 1977, a second agreement on the equivalence of examination certificates in vocational training was signed between these two countries. This second contract concerns school education, examinations academic titles and degrees, too. According to article II, a question e.g. concerning the potential equivalence of a French exam certificate with a German one will be answered by a Franco-German committee of experts. These experts are supposed to examine the similarities between the resp. training and the equivalence of the exam regulations. The members of this committee are appointed by the *Bundesministerium für Bildung und Wissenschaft*, the *Ministerium für Wirtschaft*, the *Bundesinstitut für Berufsbildung*, the *Ständige Konferenz der Kultusminister* and the social parties. They are set up by the authorized representative of the Federal Republic of Germany for cultural affairs who acts according to the Franco-German agreement mentioned above.

The *Bundesinstitut für Berufsbildung* has to carry out the necessary examinations with regard to the comparative professions. The results of these examinations are summarized within a report which then is submitted to the experts of the Franco-German committee. The act of giving equality is realized by exchange of notes of the governments and in Germany internally put into practice by means of a degree.

Up to the end of September 1996, examination certificates of 30 different professions that had been obtained in Germany have been brought into line with the corresponding French certificates. On the basis of this agreement, 35 per cent of all German trainees will obtain the possibility to exercise their jobs in France and to receive further vocational training there.

On October 21, 1986, an agreement establishing guidelines for further Franco-German projects was signed between the two governments. This contract was inspired by the efforts of the member states of the EU to achieve closer cooperation in terms of vocational training as scheduled by the Maastricht-contract.

The Franco-German agreement intends to take measures in order to increase meetings of youths and adults within the sphere of further vocational training. Moreover, it supports the exchange of information with regard to educational policy and the corresponding educational projects.

In Saarbrücken, a *Ständiges Sekretariat für den Austausch beruflicher Bildung (DSA)* was brought into being. Since the end of the 80ies, the DSA has carried out more than 100 exchange-measures every year with some 2.500 to 3.000 participants from both countries. Further measures concerning especially the exchange of vocational pupils and of young working persons are planned to put into practice under the leadership of the *Deutsch-Französisches Jugendwerk (DFJW)* and the help of the supportive programme of the EU.

It is a common request that parts of vocational qualifications which are required in the home country should be made available in foreign countries as well. These qualifications should be taken into account in the form of modules, but there have only been occasional projects in this case. Today, a general solution to this problem has not yet come into sight.

While students who want to enter the so-called "Grandes Écoles" have to pass the "Concours d'entree" as a means of qualification to take up their courses of study, other French universities do not demand such an entrance examination. The enrolment is made for one year of study, while the final examination for this year serves as a certificate for the German examination committee and, simultaneously, as a means of qualification for the participation in the following year of study in France.

The centre of information concerned with affairs of recognition in France is a department of the French ministry of national education and culture in Paris:

Ministere de L'Enseignement Superieur et de la Recherche
Direction Generale des Enseignements Superieurs
Departement des Affaires Europeennes, Internationales et
Francophones
Rue Dutot 61-65
F - 75015 Paris
Phone: (33) 1 - 40656589
Fax: (33) 1 - 40.6567.54
Contact: Yves VALLAT

This centre answers written inquiries of single persons and of public or private enterprises concerning the recognition of examination certificates under the aspect of further education or the further pursuance of a profession.

Responsible for deciding on affairs of recognition are either the principal of the university or the minister of national education and culture, who esp. decides on the recognition of academic degrees in medicine or pharmaceutics.

Comparison: France and Germany

The article 128 of the treaty of the European Union from the year 1958 contains principles concerning the implementation of a common policy in the field of vocational education. Because this article consists of only six lines it is impossible to draw definite conclusions for the purpose of application in praxis from this text.

In 1980, the European Court of Justice emphasized its opinion of this article that the Coucil of Europe is authorized to issue directives intending common actions in the field of vocational education and to force the member states in a corresponding way.

From the point of view of the Court the vocational education includes all the professional education preparing for a certain qualification. That means it includes also the courses of studies . This point of view is in contrast to theses of the *Deutscher Bildungsrat*.

Whereas the German system of vocational education has a first"block" which is subject to the laws of vocational education and a second one containing the courses of studies at universities, etc., in the French system professional certificates are related to various standards basing upon each other (system of modules).

The recommended system for the European Community combining education in the firm and partial school and based upon reciprocal action of the two, is in use in both countries.

In Germany above all during the education of skilled workers and employers; in France - under the centralized control of the state , which is solely responsible for education in general and vocational education and which solely has the authorization to appoint diplomas and titles - companies are allowed to instruct for higher professions, too.

French companies, however, are allowed - again clearly subject to the instructions of the state and supported by it - to offer places for practical studies.

Finally French companies for the purposes of further education carry out measures for (re)-integration into the labour market.

In the German system the federal state has to enact the laws concerning vocational education whereas general education is cared for by the Länder.

According to the prevailing opinion in France, the dominant role of the state should be maintained in the sphere of educational politics throughout.

So the task of education cannot be left to profit oriented companies. Each vocational education should be combined with general education.

French people expect for each and every successful step in the sphere of vocational education a kind of a "diploma".

Certificates drawn up by companies do not have the rank of national diplomas. Whereas in Germany a company can only be set up by someone who has a diploma/examination with the title of a "master", in France this is not asked for when e.g. young people want to run their own business (only exception: hairdresser).

In German vocational education general subjects are of less importance and are not controlled in the examinations, whereas in France these subjects are important for the total evaluation.

Further education - both in Germany and France part of the vocational field at large - is only in France guaranteed by the constitution.

French universities tend to ask for more practical experiences in industry without which examinations will not be taken. Teaching staff is composed of practioners and teachers in the classical sense but in the last ten years due to financial restrictions assistantships are cut down.

Several concepts in the European Union are obviously influenced by the French system of education (esp. of vocational education and training).

summary of: Rothe, G.: *Die Syteme beruflicher Qualifizierung Frankreichs und Deutschlands im Vergleich*. IFAB, Nürnberg 1995.

4.7 Germany

The German *Zentralstelle für ausländisches Bildungswesen* informs those authorities which are in charge of the recognition of academic degrees. Moreover, it gives advice to those institutions which are work on the sector of vocational recognition.

The *Zentralstelle* is part of the *Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)* and can be contacted under the person of Dr. Günther RIEHL.

As only the relevant institutions are able to decide on the matter of recognition, the *Zentralstelle* has no authority to rule in these affairs. On the contrary, it can only support the institutions concerned by giving advice. Thus, it does inform e.g. ministries, universities or courts of justice in the sector of academic recognition which themselves have to decide on the validity of a submitted certificate of vocational training.

With regard to the sector of vocational recognition, the *Zentralstelle* is only able to give advice, too. It informs about all questions relating to the general guideline of the EU and cooperates with the centres of information in other member states of the EU.

The following institutions are concerned with academic recognition:

- for the admission to courses of study within the first academic year: the responsible universities or examination boards or,
- for courses of study with restricted entry *(Numerus Clausus)*: the *Zentralstelle für die Vergabe von Studienplätzen (ZVS)*,
- for the exemption from certain parts of the course of study: the responsible university or examination board
- for the admission to exams: the responsible university or, for state exams (esp. in medicine, law and any kind of teacher training): the responsible examination board

The following institutions are concerned with vocational recognition:

- for the conferment of teaching qualifications: the responsible ministry of education
- for the training of a medical job: the responsible ministry of health

Moreover, foreign students who return to their countries after having studied in Germany can obtain a general description of their respective course of study and the vocational perspectives involved at the *Zentralstelle*.

address:
Zentralstelle für ausländisches Bildungswesen im Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)
Nassestr. 8
D - 53113 Bonn
Phone: (49) 228 - 5010
Telex: 886 587 kmk d

Fax (49) 228 - 501 301

Equivalence of foreign examination certificates on the basis of bilateral *agreements on education*

Germany concluded such contracts with France in 1977 and with Austria in 1990. On the basis of a comparative study of examination requirements and training programmes, 323 German examination certificates for skilled workers have been given parity of treatment to 30 French and 293 Austrian certificates up to December 1996. Since the German „Handwerksordnung" was amended in 1994, parity between foreign examinations for master craftman's diploma and German „Handwerksmeisterprüfung" can be given as well. For some certificates, corresponding agreements were contracted with Austria and France in 1996.

Apart from this method of giving parity of treatment, examination certificates have been developed by professional and economic associations which are recognized by several member states on the basis of national examination standards.

- The German trade corporations in Cologne and Kassel conducted journeyman's examinations for electricians and mechanics in the English language in a training centre of the Irish FÁS. This project proved that is possible to conduct the German final examination with only slight differencies but more efforts in another country and another language.
- Since 1988, the „IHK Aachen" is conducting a binational examination for skilled workers in the metal industry with the corresponding authority in the Netherlands. German youths have to pass an examination at a Dutch committee according to Dutch law. The same goes for Dutch youths. The theoretical parts of the examination are mutually recognized.

Following an initiative of the national association and chambers, a trilateral examination is planned as an additional qualification for the education of florists in Germany, Belgium and the Netherlands.

Perspectives (Lecture by Dr. Koch, BIBB)

One possibility for a further encouragement of European cooperation are pilot schemes which are to develop European standards that are put into practice by the European educational programme LEONARDO. An example for this is the development of a European curriculum in the motor vehicle industry. The initiative for these minimum standards should start out from the economic sector or the social parties. In order to support the principle of subsidiarity and the different forms of national organization, minimum standards are to be developed as a means of recommendation for the national contractors. For the longer term, European vocational certificates might develop out of these measures.

4.8 Greece

Academic recognition

In 1977, a national department was established by the Greek parliament (cf. law gazette 314/A/1977) which is responsible for the academic recognition of foreign titles and of courses of study that have been completed abroad. This department possesses a committee which consists of 13 professors who are among the most important universitary areas. The members of this committee are nominated by the universities and appointed for a 3-year term by the minister of education. The committee elects a chairman who calls the meetings of the committee and chairs these discussions. This committee is the only institution which has the power to decide on the recognition of foreign academic degrees or teaching licences. Some of these proceedings take a long time and do not entitle the person in question to exercise his profession directly. Thus, some examinations have to be repeated at a technological university or some other university in Greece (e.g. the German master craftman's diploma will not be recognized without an additional that can only be taken in Greece).

Every year, there are more than 40 committee meetings which are visited by three professors who have been nominated by their universities. Within these meetings, the members at first evaluate the foreign certificates and thus prepare the decision of the committee.

Applications for the recognition of foreign academic degrees and teaching licences have to be submitted to the following address:

D I K T S A. Universitary centre for the recognition of academic
titles and foreign courses of study
Leoforos Sygrou
GR - 11741 Athini
Phone: (30) 1 - 9222526/9218052
Fax: (30) 1 - 921 80 52
Telex: 218137 DIKA GR
Contact: Prof. Theodorus LIANOS

When we asked this centre on the potential recognition of certificates that have been obtained by way of distance education or correspondence courses, we were sent the following fax in reply to our question:

"We're writing to inform you that degrees that have been awarded after having completed distance learning studies are not academically recognised by our Recognition centre as such programs are not offered at our University Institutions. Namely any parallelism is not possible."

Vocational recognition

Decisions on the recognition of non-universitary degrees are made by the Institute for Technical Education (I.T.E.):

I.T.E. (Institute for technical education)
Leoforos Sygrou 56
GR - 11742 Athini

Phone: (30) 1 - 9221000
Fax: (30) 1 - 9227716
Contact: Prof. Dr. Th. PAPATHEODOSSION

As an official state-department, this institution is part of the ministry of education and religion. It works those specific questions concerning tertiary, non-universitary education and decides on the equivalence of foreign academic degrees which have been achieved in courses of study of the technical educational institutions (T.E.I.).

The I.T.E. serves as a national centre of information (NARIC) on issues of recognition. Moreover, in some single cases it decides on the equivalence of foreign qualifications with regard to higher education and the degree „ptychio".

Finally, the I.T.E. provides information on questions concerning recognition of diplomas from the non-universitary sector.

Decisions on the equivalence of academic degrees are made by the scientific council of the I.T.E. which consists of seven members (universitary professors). They are nominated by their universities and appointed for a 3-year term by the minister of education. Councillors who work for the respective advising committees act as an advising capacity to this council. The committees consist of three councillors, with one of them leading the committee and two councillors working as advising capacities.

The I.T.E. is not capable of deciding in issues of vocational recognition. This task is performed by the responsible trade corporations, the ministries or other institutions.

As a general rule, those individuals planning to set up their own businesses have to prove job experience.

The job prospects for Greek young persons who have finished their education in Germany (e.g. skilled workers) are very good if these people return to their home country, as there are programs of integration in which vocational qualifications that have been achieved abroad are incorporated and brought into line with Greek conditions. In Greece, formal education and education at schools is most important.

4.9 Ireland

In Ireland, there are different institutions which may decide on the recognition of educational certificates. General information is provided under the following address:

Higher Education Authority
21 Fitzwilliam Square
IRL - Dublin 2
Phone: (353) 16612748
Fax: (353) 16610492
Contact: Brendan O'DEA or Mary DONOGHUE

Academic recognition

After having consulted the faculties of the university, Irish universities may decide autonomously on the acceptability of foreign degrees. Final decisions as regards recognition and exemption granted on the basis academic qualifications obtained abroad are taken by each university after consultation with the apprioate faculty within the university. All national higher education certificates of the member states of the EU are unanimously recognized by the Irish universities or comparable institutions of higher education. In order to avoid problems concerning recognition, it is recommended to translate foreign certificates.

Vocational recognition

In 1991, the National Council for Vocational Awards (NCVA) was established as a state department responsible for professional certificates of secondary education. Its main task is to develop a national system of certification for vocational training programs in secondary education. Besides, it works on the recognition of professional qualifications which have been acquired in one of the member states. To some extent, this authority is filled with representatives of trade unions and employers.

Secondly, there is a state-run authority which is concerned with non-universitary educational certificates in tertiary education: the National Council for Educational Awards (NCEA). This authority is responsible for the award of degrees which have been acquired after having completed non-universitary courses on the level of higher education.

A third organization in this area is FÁS, an institution active in training and the labour market, which has established a system to evaluate and to award certificates. This system corresponds to the European structure of training levels and pursues the following aims:

- to make possible the access to recognized certificates (independent from the place of training)
- to establish connections between available certificates on a national and international basis

In addition to this, FÁS has concluded a formal agreement with France after which six training courses of FÁS are recognized. With regard to this matter, CEDEFOP is engaged as well. FÁS is also working together with the German

chamber of commerce in Kassel and Cologne. They made a German-Irish project named "Pilot Comparison of German and Irish Craftsperson Qualification - a New Approach to Transparency of Qualifications based on an Emperical Project". The evaluation of this project shows that it is possible to obtain a German certification -with some differences in content- in another language in another member-state.

In cooperation with the ministry of education and the Irish Vocational Education Association, the CERT in 1982 established the National Craft Curricula and Certification Board (NCCCB), which is active in hotel and restaurant trade as well as tourism. As a subdivision of this committee, the National Tourism Certification Board (NCTB) examines the educational requirements of this trade. Moreover, the NCTB is responsible for the transfer of examination procedures and awards the corresponding certificates for the field of tourism which are recognized throughout the European Union.

Certificates that have been awarded by the British City and Guilds-institution are recognized in Ireland as well as in Great Britain. In addition to this, there is a bilateral agreement between these two countries on common certificates of vocational qualifications. Among this group of certificates are not only those awarded by the City and Guilds, but also some certificates which have been awarded by FÁS.

4.10 Italy

In Italy, the following institution provides information on the subject of recognition:

CIMEA - Centro di informazione sulla mobilita
e le equivalenze accademiche
Fondazione Rui
Viale Ventuno Aprile 36
1-001 62 Roma
Phone: (39) 6 - 863 21 281
Fax: (39) 6 - 863 22 845
Contact: Dott. Carlo FINOCCHIETTI

CIMEA provides information on the recognition of degrees or academic performances that have been acquired in other member states of the EU. Besides, CIMEA tries to support the mobility of lecturers and students by providing information.

With its services, CIMEA supports Italian as well as foreign entities such as universities, cultural institutions, international organizations and citizens of the European Union by publishing brochures containing the information necessary.

In addition to this, it also gives reply to written inquiries submitted

- by organizations or persons onto the mobility of Italian academics in other member states of the EU;
- by foreigners who want to take up courses of study in Italy or intend to do research.
- Respecting the autonomy of the universities, CIMEA provides information on the comparability of certificates or diplomas with regard to their potential recognition or their equivalence.
- An agreement between the ministry responsible for questions concerning universitary affairs, research and technology and the Fondazione Rui is the basis for the activity of CIMEA.

The decision-making powers on the recognition of foreign diplomas are on the side of the academic senate and the faculty council of the universities. The ministry of university, research and technology is responsible for the evaluation of possibly equivalent diplomas of the first and the second course of study. If a doctor's degree has been acquired at a foreign university (dottore di ricera), the ministry has to consult the national council of the university first before deciding on the matter.

Ministero dell'Universita e della Ricera Scientifica e Tecnologica
(MURST) - Dipartimento Istruzione Universitaria - Ufficio V -
Viale Kennedy 20-00144 Roma - Italia
Phone: (39)/(0)6/59911 2398

The following institution decides on academic qualifications which have been acquired in the department of sports:

ISEF (Istituto Superiore di Educzione Fiscia)
Piazza de Bosis, 15
00194 Roma/Italia

This institute can either evaluate the foreign qualification as being equivalent to a corresponding Italian one or it can invite the candidate to a final exam. In the first case, the foreign candidate will enjoy the same rights as an Italian who has acquired the same training. The following institution decides on the recognition of foreign academic degrees that have been acquired in the department of the arts:

Ministerio della Publica Instruzione (MPI)
-Ispettorato per l'Istruzione Artistica
Via M. Carcani 61
00153 Roma/Italia
Phone: (0039)/(0)6/58DAS491 / 5849.5161

The ministry is able to declare a foreign certificate as equivalent to an Italian one. On the other hand, it is also able to invite the candidate to a final exam or exempt him completely or partially from corresponding pre-exams.

Foreigners who wish to study in Italy have to pass a language test first. This test is a necessary qualification before a course of study may be taken up. Italian universities may demand an entrance examination for those courses of study with restricted entry. If foreigners want to enter Italian courses of study which have a restricted entry in their own countries, they have to pass an entrance examination, too. If necessary, this entrance exam will be combined with the language test.

The choice of the place of study is restricted, too. People who intend to take up studies have to choose from four groups and can opt for one university out of each group. These options are finally decided on by an Italian committee. It is possible that a university which was not mentioned before is allocated to the candidate. The authorities mentioned above inform about the applications. Enquirers should submit their requests as early as possible.

Two times a year, final examinations concluding a course of study and exams concluding one year of a programme are held. In Germany, the certificate of a passed one year-exam is decisive. A long-term course of study in Italy usually takes five years. Qualifications that have been acquired during a short-term course of study are usually not recognized.

4.11 Luxembourg

The following NARIC-centre provides information about the recognition of educational certificates:

Ministère de l'éducation nationale
Centre d'information sur la reconnaisance
académique des diplome et des périodes d'études
29, rue Aldringen
L - 2926 Luxembourg
Phone: (352) 4785127
Fax: (352) 4785130
Telex: 3311 MENJ LU
Contact: Ernest WEIS

This centre is part of the national ministry of education and cooperates with the "Commision d'homologation des titres et grades d'enseignement supérieur" and the "Commision des Titres".

Applications on the recogntion of educational certificates have to be submitted to the ministry of education. The decisions are finally made by the national minister of education.

Luxembourg does not have a complete system of higher education and cannot award academic degrees. Luxembourg's system does only offer courses of study for the first year of study. If Luxembourgian students return to their country after having been awarded a foreign degree, there is either

- an official recognition (=homologation) for degrees in jurisprudence, medicine, dental medicine, pharmaceutics or veterinary medicine as well as for vocational certificates (e.g. teacher qualifications in secondary education for the arts or scientific subjects
- or an entry into the register of degrees (this is the case for any other degree)

A special committee might be asked for which then is to comment on the protection of foreign degrees or diplomas.

4.12 Netherlands

Academic recognition

The main task of NARIC in the Hague is to inform universities, "hogescholen" and ministries about foreign educational systems and the recognition of academic certificates, scholarships, etc.

NARIC is part of NUFFIC, which itself has been established by the Dutch universities and is an independent institution responsible for international cooperation in higher education. NUFFIC is supported by the ministry of education and sciences and by the ministry of foreign aid.

On the basis of a handling charge, NARIC issues a written expertise for employers and single persons which estimates the recognition of a foreign degree or comparable certificate in the Netherlands.

The IRAS is the centre of information which informs on the Council Directive (89/48/EEC) and on professional education in general. IRAS provides information on regulated vocations and the corresponding training in the Netherlands or other member states of the EU.

NUFFIC (Netherlands Organization for International Cooperation in Higher Education)
Postbus 2977
NL - 2502 Den Haag
Phone: (31) 70 - 426 02 6
Fax: (31)/70 - 426 03 95
Telex: 33565 NUFFIC nl
Contact: Kees KOUWENHAAR

IRAS
Badhuisweg 251
NL - 2509 LS Den Haag
Phone: (31) 70-354 09 03 (from 9 a.m. to 1 p.m.)

Vocational recognition

Neither NARIC nor the IRAS, but the institutions in question decide autonomously on the recognition of academic or vocational certificates that have been awarded abroad. Decisions on the recognition of foreign academic degrees are made by universitary authorities. Decisions on the recognition of vocational qualifications are made by the ministries or other authorities.

The following authorities are responsible

- for the admission to a course of study at a university or the exemption from single examinations or seminars of the course of study: the university,
- for the application to hold a Dutch title: the ministry of education and sciences,
- for providing information on the Council Directives of the EEC on a general system for the recognition of professional education: the IRAS,

BO

- for the recognition of teaching qualifications: the ministry of education and sciences
- for the permission to exercise medical professions: the ministry of social affairs, health and culture
- for the permission to set up a business: the ministry of trade and commerce

The job centres are responsible for all other professions.

To obtain a general evaluation of certificates, an application should be directed onto NUFIC, Diplomwaadering op Naam (address see above). For this purpose, a handling charge has to be paid.

Foreign students in the Netherlands

As a general rule, an entrance examination is not required. On the other hand, there is a differentiation between the registration and the permission to take part in examinations. In order to obtain this admission, the student has to proof that his certificate contains the same subjects as a Dutch certifcate which gives access to a certain course of study. If a student is not able to fulfill this demand, he will be asked to take part in additional examinations.

Applications for a place at a Dutch university have to be submitted to the "Centraal Bureau Aanmeldung en Plaatsing" (CBAP) before the first of December that preceeds the first year of study.

The universities provide information on the procedures of admission at the "HBO"-institutions. Students who have the right to take part in examinations are admitted to an "academic year" (there is no division into semesters or terms in the Netherlands).

Apart from the CBAP, the following foreign offices of the universities may provide useful information for foreign students: "bureau buitenland", "bureau studentendecanen", "bureau studentenbelangen", "bureau studentenzaken" or "bureau buitenlands betrekkingen".

4.13 Portugal

Since 1983 the chamber of commerce has been managing a vocational training centre in which - according to the German "Duales System" - vocational training was started in some relevant "key jobs". This measure became necessary as there had been a continuos scarcity of skilled workers in Portugal. The centre is supported by a lot of German companies. The training on the job is done in German companies which participate in this measure while the theoretical training is sometimes provided by native teachers or by teachers from Germany.

Today, about 90 German and German-Portuguese companies support this project which is led by of the German-Portuguese chamber of commerce. This measure is considered as an exemplary project which points the way for European vocational training.

Academic recognition

In Lisbon, the following office provides information on matters of recognition:

Centro de Informaçâ sobre Reconhecimento Adadémico de Diplomas (CIRAD)
Ministério da Educação
Departamento do Ensino Superior
Núcleo Pedagógico
Av. Duque de Loulé, 137-4° Esq.
P-1000 Lisboa
Phone: (351)1-57.52.92
Fax: (351)1-57.96.17
Contact: Prof. Doutora Maria DOS ANJOS COHEN CASEIRO

It is a part of the ministry of education and is subjected to the general direction for the universities.

This centre accomplishes various kinds of functions:

- First of all it is used as an information and documentation centre for questions concerning the equivalence or recognition of academic qualifications and the admission to a university as well as questions
- concerning vocational aims in Portugal or another member state of the European Union.
- In addition to this, the CIRAD is working together with the universities to develop standardized applications of legal guidelines concerning universitary qualification.
- Moreover, the CIRAD has the task to inform enquiriers, universities, national and international organizations about the recognition of vocational qualifications. On the other hand, the decisions about academic recognition are made by the universities themselves. The coordinator of this centre is also responsible for keeping the principles of the Council Directive (89/48/EEC).
- Besides, the CIRAD informs about regulated professions in Portugal and other member states of the European Union and about those training courses which are necessary to get the admission for specicial vocations in Portugal.

Recognition of vocational qualifications

The CIRAD is the official centre of information for the recognition of vocational qualifications, too. Another institution providing information about the recognition or the potential equivalence of vocational qualifications is:

Ministério do Emprego e Segurança Social
Instituto do Emprego e Formaçâo Profissional - IEFP
Núcleo de Certificaçâo Profissional
Rua das Picoas, 14
P-1000 Lisboa Codex
Phone: (003511) 3563801/9
Fax: (003511) 538139

On request, the Portuguese and German embassies issue written confirmations on the equivalence of education which are recognized by Portuguese companies if they contain exact specifications about the kind and duration of the training in question.

For practising reglemented jobs, the specific office is duly qualified. Generally the decisions about the vocational recognition are made by the authority responsible for the specific profession.

4.14 Spain

Spanish participation in European Programmes

During the Spanish presidency in the EC, the European language programme LINGUA was agreed on in 1989. Spain is now actively participating in this programme.

Besides, Spain is cooperating within PETRA II, a European programme for training and preparation of young people for the working world. From 1992 to 1994, more than 5000 Spanish pupils and young employees have made their profit from PETRA II.

Moreover, Spain participates in the European programme for cooperation in further education. In addition to this, there are some international programmes contending exchange of young people in vocational training together with UK and France.

Recognition of vocational certifications and possibilities of information

For those professions which require a certain certificate to be exercised, the EEC has passed directives on a general system of mutual recognition.

The decisions on the recognition of foreign certificates in Spain are made by the ministries. Decisions concerning the recognition of diplomas are made by the Spanish ministry of education (Ministerio de Educación y Ciencia) after the consultation of the academic council of the universities. Together with the labour exchange, this institution is responsible for those professions which are regulated differently in other countries. For this purpose, both offices have established guidelines on the equivalence for these professions.

In addition to this, there is a centre of information within the ministry of education. This centre has the task to inform Spanish people who intend to take up further studies or work in another country of the EU as well as citizens from another member state who want to do the same in Spain.

The centre answers all written inquiries from other NARICs as well as questions from people or universities who/which want to be informed on single aspects of the academic recognition of diplomas or on the conditions of exercising a special profession.

The centre is headed by the administration for national cooperation and is part of the programme " Relations to the European Union".

Adresses in the Ministry of Education:
Ministerio de Educación y Ciencia
Subdirección General de Cooperación Internacional
Paseo del Prado, 28-5a planta
E-28014 Madrid
Phone: (34) 1 4200889
Fax: (34) 1 4203325

or
Ministerio de Educación y Ciencia
Secretaria General Técnica
Subdirección General de Titulos, Convalidaciones y Homologaciones
Unidad de Directivas de la CEE
Paseo del Prado, 28
E - 28014 Madrid
Phone (34) 1 5221100
Fax (34) 1 52013775

General information about studies in Spain is provided by the National University of Distance Education

Universidad Nacional de Educacion a Distancia (UNED)
Ciudad Universitaria s/n
E - 28071 Madrid

4.15 Sweden

Sweden is one of the countries in which TV-shows or films in foreign languages are not being dubbed but broadcast with subtitles. For this reason and by strong cooperation in the *Northern Council* (Norway, Sweden, Finland, Denmark and Iceland) the foreign language competence of Sweden has developed considerably. Moreover, international mobility is important in school education and vocational education. In addition to this, Sweden has always been trying to apply its system of vocational education to new situations.

The Swedish contact for the recognition of academic and vocational certificates is the following NARIC:

Nationales Informationszentrum für die akademische Anerkennung / Nationale Stelle für Hochschulbildung / VHS
Box 7851 Stockholm
Phone: (46)8-453 50 00
Fax: (46)8-453 51 40
e-mail: Marianne.Hildebrand@vhs.se
Contact: Ms. Marianne HILDEBRAND

It is a department of the National Office for *"Hochschulwesen"*, which itself is a new service office in Sweden. Up to now, the ministry of education has financed the work of the office, but today, financial responsibility is increasingly taken over by other sources.

The centre was established in 1984. Meanwhile it is working on about 2000 applications on the evaluation of foreign academic diplomas per year. Thus, individual inquiries and applications are thoroughly evaluated and collected by data-processing.

Each country has its own official in charge who is responsible for one professional department within the five sectors of the Swedish system of higher education. Besides, the centre is connected to the computer network of the university and is able to communicate all over the world.

Academic recognition

The decision-making powers on the academic recognition of diplomas or certificates are on the side of the universities and polytechnics. Applications have to be submitted to the office in charge (address see above). Applications for further studies have to be submitted directly to the university or polytechnics.

Vocational recognition

There is no law in Sweden which regulates this kind of recognition. If necessary, NARIC will issue a certificate about the decision of the procedure of recognition which can serve as an advice for employers and for the professional associations. The individual authorities are responsible for medical professions.

4.16 UK

Academic recognition

NARIC is part of the British Council, which works on the support of cultural cooperation between the UK and other countries.

The National Academic Recognition Information Centre (NARIC)
The British Council
Medlock Street
UK - Manchester M15 4AA
Phone: (+44-61) 9577561

With the help of the global network of the British Council, NARIC runs a service of information on the supply of training in foreign countries and informs on the potential recognition of degrees which have been acquired in foreign countries. It deals with inquiries of universities, polytechnics, colleges, schools, professional organizations, ministries, careers guidance institutions and private employers. Considering those recommendations of experts which are based on former decisions, NARIC comments on the respective issue of recognition. In order to decide, the centre often consults its advising council. However, the final decision is made by the university which has been asked to grant either admission or exemption from certain parts of a course of study.

In reply to our inquiry, the British Council Cologne informed us that
" [there] is no official equivalence of overseas and British qualifications in Britain. British educational and professional institutions are autonomous, and as such reserve the right to make their own decisions on the acceptability and recognition to be accorded to any overseas qualification." Information on the evaluation of school, vocational and higher degrees is provided by NARIC and is "based on their experience of the attitudes of British educational and professional institutions to certain overseas qualifications. The information should not be treated as an authoritative ruling as to the standard at which the qualifications mentioned will always be considered in Britain. Enquirers should write to the institution to which they decide to apply to ascertain to what extent their qualifications are acceptable. Universities and colleges in Britain are familiar with many foreign qualifications and if in doubt will consult NARIC for advice."

Those with teaching qualifications obtained in Germany who are interested in the possibility of employment in the state sector in Britain should contact the following address:
Department for Education and Employment
Teachers Qualifications
Moden Hall
Staindrop Road
Darlington
Co. Durham DL3 9BG
Phone: (+44 - 1325) 460155

Vocational training

During the last years, Great Britain has participated intensively in European negotiations concerning the mutual recognition of vocational degrees. Moreover, it has been favourably disposed to the Maastricht criteria concerning vocational training. While the government opposes interferences in general and vocational matters of education, it is promoting all activities of the European Union which support the Europeanizing of educational programs and the mobility of employees within the common European market. Besides, the government supports the CEDEFOP in order to make up a comparison of professional qualifications in Europe.

The National Council for Vocational Qualifications (NCVQ) has determined the following basic criteria for the recognition of a qualification:

- Qualifications must be based on national performance standards which fulfill working conditions and consider future needs with regard to technology, markets and occupational structures.
- They must evaluate training results without taking into account specific features of a training such as its form, its duration or its location.
- Qualifications are to be compared on the basis of valid and reliable criteria which ensure that national performing standards are fulfilled.
- They must not contain regulations which restrict access and development and have to ensure accessibility for all individuals who fulfill the required standards.
- They must not contain any discriminations with regard to sex, age, origin or religion and have to consider the individual needs of a person to a sufficient extent.

5. Countries in Eastern Europe

5.1 Albania

General information

With regard to its education system, Albania is still in a phase of transition and restructuring respectively. At the moment, a new legal framework is being developed. A higher education law was passed in 1994. A framework law for pre-university education, in preparation for three years, was discussed in Parliament in July 1995. It states:

- that education is national priority for Albania;
- that all citizens of Albania (including ethnic Albanians living outside Albania) shall have equal rights to be educated in Albania at all levels, irrespective of their socio-economic status, nationality, language, gender, religion, race, political beliefs or state of health;
- that both public and private education shall be allowed, subject to the same legal requirements;
- that public education shall be non-religious and free from ideological indoctrination.

The Minister of Education has established a National Education Commission to help guide education reform and formulate detailed implementation plans. There have been several strategic planning efforts with external support:

- The MOE together with the World Bank prepared a Strategy Note for short and medium-term priorities;
- UNESCO is involved in a major programme of education sector planning;
- Bilateral grants from Japan and Switzerland are used for strengthening the Pedagogic Institute and develop a strategy and investment programme specifically for secondary education;
- The "Soros" Foundation and the United Kingdom Know-How Fund are assisting in the area of textbooks.

Enic Network-addresses:

Higher Education Department
Ministry of Education
Duressit Str.
Tirana
ALBANIA
Contact person: Dr. Ilia Prifti
Tel.: ++355 42 259 87
Fax: ++355 42 320 02

Ministry of Higher Education and Research
Directorate in Policy Development and International Cooperation
2 Zhan D'Ark Bul.
Tirana
ALBANIA
Director: Prof. Dr. Genci Yincani

Person in charge: Mr. Edmond Handeri
Tel.: ++355 42 27 975 or ++355 42 28 371
Fax: ++355 42 27 975
Office hours: 8.00 - 15.00 (open to callers during office hours)
Function:

- takes care of recognition and equivalence of diplomas both at home and abroad.

PHARE-address of the National Contact Point:

National Centre for Distance Education
Polytechnic University of Tirana
Bulevardi "Deshmoret e Kombit", nr. 4
Tirana
ALBANIA
Contact person: Prof. Gezim Karapici
Tel.: ++355 42 279 14
Fax: ++355 42 279 14
E-mail: karapici@uptal.tirana.al
ncde@uptal.tirana.al

Study centres in Albania:
a)
University of Tirana
Distance Education Study Centre
Scientific Library
Bulevardi "Deshmoret e Kombit"
Tirana
ALBANIA
Contact person: Rector, Prof. Nestor Thereska
or: Mr. Vladimir Laska, Director of International Service
Tel.: ++355 42 284 02
Fax: ++355 42 239 81

b)
University of Shkodra
Distance Education Study Centre
Shkodra
ALBANIA
Contact person: Dr. Diana Sokoli (UJKA),
Director of Economics Department
Tel.: ++355) 224 22 35
Fax: ++355 224 37 47

Due to the current situation in Albania, it may be difficult to get in contact with the DESCs.

5.2 Belarus

General information

In 1994, nearly 25% of the population of Belarus were students. In this country, there are 38 institutions of higher education (e.g. universities), 149 specialized comprehensive schools and 5.100 other schools of primary and secondary education. Among the secondary schools there are lyceums, colleges and grammar schools. In Belarus, secondary education is compulsory. The availability of a free of charge general secondary and technical secondary education is guaranteed to every citizen by the state. In addition to this, specialized secondary and higher education is available for every citizen according to his or her abilities. Any citizen may get free education on any level in state educational establishments.

Address of information:

Ministry of Education in Belarus
Department for foreign affairs
vul. Saveckkaja 9
220010 Minsk
BELARUS
Contact person: Dr. Vladimir Tichonov
Tel.: 007 0172 264 975 or 271 736
Fax: 007 0172 271 736

Enic Network-address:

National Insitute of Higher Education & Humanities
st. Moskovskaya 15
220001 Minsk
BELARUS
Executive Director: Dr. Natalja Masherova
Person in charge: Prof. Serguei S. Vetokhin, Ms. Lyudmila Rudova
Tel.: ++375 17 224 45 54
Fax: ++375 17 222 83 15
E-mail: veto@study.minsk.by
Office hours: 9.00 - 13.00, 14.00 - 18.15
Publications: Journal (from summer 1996) "Higher School in Belarus"
Functions:

- intensification of the teaching/learning process at higher educational levels,
- new types, methods and forms of instruction;
- syllabi and curricula;
- collects information on HE system in Belarus and abroad

Recognition

When we asked the National Insitute of Higher Education & Humanities on the subject of recognition, we were informed that the Ministry of Higher Education is responsible for the recognition of foreign academic qualifications in the Republic of Belarus. The National Institute itself is authorized to be engaged in the process of recognition concerning higher education in the Republic. However, for vocational qualifications, the Ministry of Labour is the responsible

authority. The principles of the admission of foreign citizens to training in the institutions of higher education of the Republic are determinated in a Rule about Education of Foreign Citizens in the Republic of Belarus, No. 420, 07.07.1993.

As far as distance education is concerned, training is carried out in practically each Institute of Higher Education. Among the institutions which try work on problems of distance education are the Belarussian State University, the Belarussian State University of Informatics and Radioelectronics, the Belarussian Agrarian Technical University, the Belarussian State Polytechnic Academy, and the Belarussian State University of Economics (see address below).

Belarussian State Economic University
Partisanski ave. 28
220672 Minsk
BELARUS
Rector (Chancellor): Mr. Roman M. Karseko
Pro-Rector (Vice-Chancellor): Mr. Sergei P. Gurko
Tel.: ++375 17 24 95 106
Fax: ++375 17 24 95 106
E-mail: RECTOR@bseu.minsk.by

For further information about the Belarussian universities mentioned above please look up the following Internet-address:
http://www.belarus.net/universi/index.htm

5.3 Bosnia and Herzegovina

Universitary system

a) Sarajevo

Seventy-eight per cent of its capacities and equipment have been damaged or ruined, and financial sources have been exhausted. The possibility of scientific communication is reduced to a minimum. Most students are mobilized in the army. With regard to the teaching staff, from approximately 1,500 persons before the war, about 900 remained.

As a special investment for Bosnia and Herzegovina's future, at least some of the best students in Sarajevo should be given the opportunity to complete their education at European universities. Candidates for post-graduate studies have already been selected.

UNESCO has indicated that it has special interest in the reconstruction and development of higher education in Bosnia and Herzegovina. They might become the leading agency in developing programs through which local higher education administrators could share ideas with higher education faculties and administrators in other countries.

b) Mostar

Academic life restarted in Mostar at the winterterm 1994/1995, but the consequences of the hostilities for the system of higher education are dramatic. The university institutions have been a target of deliberate destruction and damage.

The university was divided into a department on the East side and a department on the West side respectively. During the war the university on the Croation side (West side) moved to to Neum, classes (4) on the east side were organised in Jablanica, about 40 km from Mostar. Several waves of departures of once 300 lectures and 3.000 students due to the war put an end to the multi-ethnic tradition of the university of Mostar.

In addition to the dividing line that runs through the city since the beginning of the war, the decision of the Croatian side to introduce Croatian as the only official language of the university was the main reason for the separation of the university. This decision was connected with a change of the name of "Dzemal bijedic University" into "university of Mostar". Especially the discrimination to use their language made the Bosnians to organize their own university under the old name. Mr. Koschnik, EU-Administrator of Mostar takes the position, that until the question of reunification of the two universities has not been settled, the EU-Admistration cannot give any major support to the university.

c) University of Tuzla

The university of Tuzla - founded in the year 1976 - is the youngest of all Bosnian universities. It consists of the Faculties of Technology, Mining and Geology, Electrical, Mechanical and Chemical Engineering, Medicine and Economy as well as Teachers' College and the Faculty of Teachers for the Handicapped. In the academic year 1993/94, the Faculty of Philosophy started

its work. The reason for the focus on technical disciplines can be found in the traditional position of Tuzla as an industrial centre of Bosnia and Herzegovina.

Similar to Mostar and Sarajevo, the University of Tuzla has to cope with the problems of departures of university teachers. From the 210 professors, 250 assistants and 120 researchers before the war, many have left the country.

d) University of Banjaluka
According to the Secretariat of CRE in Geneva, Oct. 1994, the university is assisted by the University of Arts in Belgrad. For the time being, the university is set in an area ethnically cleansed by extremist Serbs.

Current projects

The TEMPUS programme will play an important role in the re-integration of Bosnian institutions into the European university community and thus assist in the normalisation of the relations with the rest of Europe, and with Bosnia and Herzegovina itself. The PHARE programme has made 1 MECU available for 1996 for emergency measures to support the Bosnian universities and prepare the universities for regular participation in Tempus Phare in 1997. In the framework of a Phare project, part of these funds will be used to re-equip the language centres and international offices of the Bosnian universities. The balance will be used for initial Tempus activities.

The Bosnian Rectors Conference plays an important role in the development of the Tempus Programme for Bosnia and Herzegovina, and will constitute the nucleus of the future National Tempus Office. A Bosnian National Tempus Office is not yet set up, but is expected to be established soon. For the time being the European Training Foundation is responsible for technical assistance for the implementation of Tempus in Bosnia. The ETF will be assisted by the Bosnian Rectors Conference and a programme manager on site.

In order to facilitate a rapid reintegration of the Bosnian universities in European university networks, the priority for Joint European Projects will be given to projects supporting the resumption of regular teaching activities at universities in Bosnia and Herzegovina. The eligible universities are the University of Banja Luka, the University Centres of Mostar, the University of Sarajevo and the University of Tuzla. Preference will be given to projects involving several Bosnian universities.

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5.4 Bulgaria

Vocational education

The lack of general education and of education in western languages are the main reasons for the fact that those certificates which have been acquired at Bulgarian vocational schools are not yet recognized in other European countries. On the international level as well, these certificates are hardly or even not recognized because the students are trained well with regard to theory, but have only poor practical experience.
(source: Uwe Lauterbach (ed.), Internationales Handbuch der Berufsbildung, Baden-Baden 1995)

In 1989, two test groups were trained at a *Technikum* for mechanics in the area of the Bulgarian capital Sofia according to the German job outline of an industrial mechanic. Within the scale of an exchange programme of the German Federal government, German teachers run the theoretical training in German language. It is intended to prepare these students for a final examination after a German model and to award these students a certificate of proficiency which is to be provided by a German examining board. Both sides are still negotiating about the exact procedures of these examination. Up to now, there is no certificate with German recognition for this profession.

A full German recognition of Bulgarian certificates can only be expected if the fundamental weaknesses of the Bulgarian system of vocational education should be overcome. Among these weaknesses are:

- the lack of orientation to market conditions,
- the lack of companies' interest in training,
- the lack of a legal regulations,
- a vague definition of the minimum of general education,
- no effective connection between primary education at school and adult education,
- missing information on the possibilities of the system of vocational training,
- unsystematic scientific research in the field of vocational training.

(cf. Rectors' conference in Plovidiv, October 1993)

At present, the area of vocational training in Bulgaria is for the most part within a phase of profound restructuring. Germany is planning to establish three centres of professional education in Pleven, Pasardchik and Karlovo within the next three years. In each of these centres, some 150 trainees shall be given a qualified and practical vocational training within the scale of a dual professional education. In addition to this, there are exchange programmes as e.g. the reintegration project with the trade cooperation in Koblenz which encourages the return of Bulgarian immigrants to their native country, and, on a scientific basis, there are projects of cooperation between the university of Hamburg and the DAAD. Especially with regard to international cooperations, the Bulgarian Academy of Sciences in Sofia is very important. Comprising some 80 institutes of research, this academy works on the most important areas of social and natural sciences as well as the arts.

Recognition

The recognition of foreign certificates of higher education in Bulgaria is executed according to the regulations of the Bulgarian law of tertiary education dating from 1995 (cf. art. 10, subparagraph 2, clause 4). A committee called by the minister of education and science, consisting of university teachers, experts of the ministry of education and science and representatives of other institutions is responsible for the procedures of recognition. Any foreign certifcate of higher education which is submitted to this committee will be evaluated according to its educational value, compared to Bulgarian standards and either be recognized or not recognized.

The following Enic Network-address should be contacted in questions concerning recognition of foreign academic and vocational qualifications:

Ministry of Education and Science
Division of Equivalence and Mobility in Education
International Relations Department
2A, Dondukov bld.
1000 Sofia
BULGARIA
Contact person: Dr. Stefanka Hristoskova
Tel.: ++359 2 848 706 or 884 974
Fax: ++359 2 880 600
Telex: 23255 MNVO BG

Distance education

The New Bulgarian University (NBU) was established in 1991 as a non-government, non-profit organisation and obtained official recognition as a higher education institution from the Bulgarian Parliament in 1992. In the same year the first two DE courses were offered. This initiative became known as Radiouniversity.

In 1992 preliminary talks concerning the transfer and adaptation of certain management courses commenced with the British Open University. As a result, a pilot course was introduced in 1993. The School of Management at the NBU is the provider of the learning media. The Radiouniversity and the School of Management are two of the Distance Education Centres of the NBU. The NBU has 10 study centres around the country.

The Radiouniversity courses have been developed and are delivered by NBU staff. The "Professional Certificate in Management Course" has been studied by more than 1100 managers. Currently, 140 managers are being trained in the School of Management.

PHARE-address of the National Contact Point:

National Centre for Distance Education
Department of Chemistry
Sofia University "St. Kliment Ohridski"
1, James Bourchier Avenue

Sofia 1164
BULGARIA
Contact person: Prof. Dr. Boris Galabov
Tel.: ++359 2 62 56 421
Fax: ++359 2 96 25 438
E-mail: galabov@chem.uni-sofia.bg

Study Centres in Bulgaria:
a)
Regional Distance Education Study Centre -
University of Plovdiv
Centre of Computer Science and
Contemporary Technologies
University of Plovdiv
Tzar Assen Str., 24
Plovdiv, 4000
BULGARIA
Contact person: Assoc. Prof. Georgi Totkov
Tel: ++359 32 268 636
Fax: ++359 32 268 636
E-mail: totkov@ulcc.uni-plovdiv.bg

b)
Regional Distance Education Study Centre -
University of Sofia
Department of Economics and Business Administration
University of Sofia
Tzarigradsko Shosse Blvd., 125, block 3;
Sofia, 1113
BULGARIA
Contact person: Ms. Iva Djakova
Tel: ++359 2 723 927
Fax: ++359 2 739 841
E-mail: info@feb.uni-sofia.bg

c)
Regional Distance Education Study Centre -
Technical University of Varna
Department of Electronics
Technical University of Varna
Studentska Str., 2,
Varna, 9010
BULGARIA
Contact person: Assoc. Prof. Hristo Patev
Tel: ++359 52 302 431, ext. 386
Fax: ++359 52 302 771
E-mail: hlp@ms3.tu-varna.acad.bg

d)
Regional Distance Education Study Centre
Southwest University and
American University in Bulgaria
Southwest University
Centre for Foreign Languages, Literatures and Cultures
Ivan Mihailov Blvd., 66,
Blagoevgrad, 2700
BULGARIA
Contact person: Mr. Pandelia Pandeliev
Tel: ++359 73 207 68
Fax: ++359 73 293 25
E-mail: pandev@aix.swu.bg

5.5 Croatia

Recognition and distance education

With regard to the recognition of foreign academic and vocational certificates, there is a Recognition Department within the Ministry of Education and Sports (responsible for pre-primary, primary and secondary education). The contact person for this department is Mrs Ljerka Galovic.

There are no institutions for distance education in Croatia. On the other hand, there are institutions of open learning in Croatia which are active in the area of academic and vocational further education. The Open University at Zagreb may be addressed as a first contact:

"Otvoreno svuciliste u Zagrebu"
ul. grada Vukovara 68
10 000 Zagreb
CROATIA
Tel.: 385 1 6113 222

The Ministry of Science and Technology is responsible for tertiary education. It may be contacted under the following address:

Ministry of Science and Technology
Strossmayerov trg 4
10 000 Zagreb
CROATIA
Fax: ++385 1 459 44 69
Tel.: ++385 1 459 44 44

Enic Network-address:

Ministry of Science and Technology
Higher Education Department
Croatian National Equivalence Information Centre (CRONEIC)
Strossmayer Square 4
41000 Zagreb
CROATIA
Contact person: Dr. Ivica Mandic
Tel.: ++385 41 46 14 81
Fax: ++385 41 46 14 89
E-mail: ivica.mandic@znanost.hr
office@science.hr

Functions:

- provides information to individuals and institutions (universities) about the equivalence of foreign degrees and diplomas;
- collects and provides information on the higher education system in Croatia and abroad;
  coordinates and administrates exchange programmes for students, postgraduates and academic staff;

- provides information for foreign students and teachers about study and teaching opportunities at Croatian universities;
- participates in legislative work on degree and diploma recognition and equivalence;
- participates in preparation of bilateral agreements on academic exchange and mutual recognition in diplomas;
- represents Croatia in different international networks concerning diploma recognition and academic mobility (i.e. ENIC's network),
- participates in international meetings that involve foreign educational credentials for the purpose of international exchange of students and academic staff.

5.6 Czech Republic

Multilateral agreements

According to a multilateral agreement (signed by the former CFSR), the Czech Republic is cooperating with various countries on the recognition of diplomas. According to a statement from the ministry for the school system, youth and physical education from 15th May 1991, it is not necessary for those students who have obtained their diploma in one of the countries that have signed this agreement to have their copies of the original diplomas authenticated by the foreign ministry. It is therefore only necessary to submit a copy of the original document which has been attested by a notary. The countries which have signed this agreement with the Czech Republic were in 1991: Afghanistan, Albania, Algeria, Austria, Belgium, Bulgaria, Cuba, Cyprus, France, Greece, Hungary, GDR, Korea, Poland, Romania, Spain, Syria, Tunisia, Turkey, USSR, Vietnam, Yemen, Yugoslavia.

Process of nostrification

Generally, the nostrification of foreign diplomas and other certificates of higher education is executed according to a regulation passed on 20th November 1990 by the Czech ministry for the school system, youth and physical education:

(§1) Nostrification of diplomas and other certificates of higher education
(1) The nostrification of diplomas and other certificates obtained at foreign institutions of higher education which have been issued by an institution that offers courses of study corresponding to courses of study in the Czech Republic is executed by the university.
(2) If courses of study taken at a foreign university do only for the most part correspond to analogue studies in the Czech Republic, certificates may be recognized after the successful passing of examinations or after lack of practice has been compensated.
(3) The nostrification of certificates which have been obtained after the completion of studies which are not even partly comparable to studies at universities in the Czech Republic is executed by the ministry.

(§2) Nostrification of certificates proving the successful participation in examinations
The nostrification of certificates (issued by a foreign university) proving the successful participation in examinations which are comparable to examinations at Czech universities is executed by the university itself.
The nostrification of certificates (issued by a foreign university) proving the successful participation in examinations which are not comparable to examinations at Czech universities is executed by the ministry.

(§3) The process of nostrification
(1) The certificates may be nostrificated on request of the graduate or the person who has successfully passed an examination at a foreign university. The request has to be submitted to the university which is responsible for the decision.
(2) As far as certificates of applicants for a place at a university or applications of persons who will work as teachers within the Czech school system for up to

three years are concerned, the nostrification may follow on advice of the rector of the university or the dean of the faculty or the ministry.
(§4)
(1) The universities or the ministry decide on the nostrification within thirty days after the receiving of the application. In difficult cases the ministry or the universities themselves decide within a period of sixty days.
(...)
(4) The certificates are valid on the territory of the Czech Republic with the day of the nostrification.
(5) If the universities or the ministry do not evaluate the diplomas or the certificates proving the successful participation in examinations (issued by foreign university) as equivalent to corresponding certificates in the Czech Republic, the applicant is informed in writing and given back his or her documents.

(...)

(§7)
Those diplomas and certificates proving the successful participation in examinations which have been nostrificated in Slovakia are valid in the Czech Republic.

(...)

(§9)
This regulation does not refer to the recognition those documents which have been issued by a university of one of the countries which have signed the multilateral agreement with the former CSFR (see above).

(...)

(from: VYHLÁSKA MINISTERSTVA SKOLSTVÍ; MLÁDEZE A TELOVÝCHOVY CESKÉ REPUBLIKY ze dne 20.listopadu 1990 o uznávání diplomu a jiných dokladu o studiu vydaných zahranicními vysokými skolami (o nostrificaci) [=Declaration of the Ministry for the school system, youth and physicsal education in the Czech Republic of 20 November 1990 on the recognition of diplomas and other certificates issued at foreign institutions of higher education])

PHARE-address of the National Contact Point:

Centre for Higher Education Studies - CHES
U Luzického semináre 13/90
118 00 Prague 1 - Malá Strana
CZECH REPUBLIC
Contact person: Dr. Helena Zlámalová
Tel.: ++42 2 532 719
Fax: ++42 2 551 945 or 543 573
E-mail: zlamalova@csvs.cz

The Centre for Higher Education Studies was established as a state-funded organization by the Czech Ministry of Education, Youth and Sports. It collects, analyses, collates and disseminates information concerning education, research and management of the Czech higher education institutions. It also focuses on investigating and comparing the development of higher education abroad to that in the Czech Republic, on monitoring data on the Czech higher education system at request of international organizations and information networks and on maintaining contacts and research cooperation with analogous domestic and foreign institutions. From 1993 to 1996, the centre has been involved in the following international projects:

- Evaluation in Higher Education. Program of the American Council on Education 1982.
- Higher Education in the Czech Republic. Country Report. 1992. Follow-up 1993. OECD Program.
- TARGET. Tempus Academic Resource Guide for Educational Transmission. TEMPUS Program 1992-1993.
- Quality Assurance and Institutional Accreditation in Eastern and Central European Higher Education Systems. UNESCO-CEPES Program 1993.
- Doctorate in Europe. Doctoral Study in the Czech Republic. UNESCO-CEPES Program 1994.
- Multilingual Lexicon of the Higher Education Terminology in Europe and North America. UNESCO-CEPES Program 1994.
- Evaluation and Assessment of Higher Education Institutions. Program of the Institute for Local Government and Public Service-Budapest. 1995-1996.
- Strategic and Internal Management of Czech Universities: Design and Implementation of a Quality Assurance System at Institutions of Higher Education in the Czech Republic. JEP+Program of TEMPUS 1995-1997.

CHES is made up of three internal departments: a Research Department, a National Centre for Distance Study and a Centre for the Equivalency of Diplomas. The National Centre for Distance study, which is headed by Jioí Prucha, was only recently established with the financial assistance of PHARE. It coordinates the etablishment and activities of Regional Distance Education Units. It provides the consulting, advisory, instructional and informational activity in the field of distance education and life-long education. It is preparing an information system including a link-up with EDEN - the European Distance Education Network. In the dimension of the Czech Republic, it coordinates the PHARE Program intended for the development of distance learning in East and Central Europe.

The centre for the Equivalency of Diplomas, which is headed by Stipánka Skuhrová, registers international agreements on the recognition of educational certificates, takes part in the preparation for processing these agreements and evaluates suggestions. It is also involved in consulting and advising activities in the area of recognition of academic certificates for the Ministry of Education, Youth and Sports, universities, local educational authorities and students. It carries out and maintains a database of study programs and prepares information materials on the Czech higher education institutions for students and interested bodies.

Study Centres in the Czech Republic:
a)
Distance Education Study Centre AJAK
Academy J.A. Komensky Prague
Trzistì 20,
118 43 Prague 1
CZECH REPUBLIC
Contact person: Dr. Lubos Chaloupka
Tel.: ++420 2 536 727 or 539 184
Fax: ++420 2602 409
E-mail: akademie@login.cz

b)
Centre for Distance Education Study - VUT
Technical University Brno (VUT Brno)
Údolní 19
602 00 Brno
CZECH REPUBLIC
Contact person: Dr. Jan Lojda
Tel.: ++420 5 4214 1220 or 4214 1221
Fax: ++420 5 4214 1222
E-mail: lojda@csi.vutbr.cz

c)
Centre for Distance Education -
Palacky University
Palacky University Olomouc
Krizkovského 8
771 80 Olomouc
CZECH REPUBLIC
Contact person: Dr. Jirí Vrba
Tel.: ++420 68 522 2566 or 563 1320
Fax: ++420 68 522 2566

d)
Centre for Distance Education -
Technical University Liberec
Technical University Liberec
Hálkova 6
461 17 Liberec
CZECH REPUBLIC
Contact person: Dr. Dva Dvoráková
Tel.: ++420 48 510 7140
Fax: ++420 48 510 5882
E-mail: Eva.Dvorakova@vslib.cz

Enic Network-address:

Centrum pro studium vysokého vskolstvi
U Luzického semináre 13
11000 Praha 1
CZECH REPUBLIC
Contact person: Ing. Stepánka Skuhrova
Tel.: ++42 2 53 23 32
Fax: ++42 2 53 19 45
E-mail: skuhrova@csvs.cz

5.7 Estonia

General information

There is a strong emphasis on policy aimed at strengthening the independence of the nation, whether it concerns the economy, culture or the educational system. These trends, however, are attended by a determination to extend international co-operation, especially with the other two Baltic countries and with the Scandinavian countries, including joint projects in educational development, which are considered particularly fruitful.

Within two years after gaining independence, the Parliament adopted legislation providing the educational system with a solid basis to carry out the envisaged reforms. These include:

- The Constitution and the Law on Education of the Republic of Estonia, adopted in 1992;
- The Law on Basis and Upper-Secondary Schools, adopted on 15. September 1993;
- The Law on Private Schools, adopted in 1994.

However, there is as yet no general Higher Education Law.

Estonia reports significant benefits from bilateral co-operative arrangements with other countries, especially Britain, Finland, Denmark, Germany, Sweden and the United States. Estonia is also benefiting from international projects to improve school-based management (e.g. a grass-roots "Distinctive Schools" network), and develop curricular frameworks. The Soros Foundation is assisting in several of these endeavours, including extending technology and access to Internet to schools.

Vocational education

Until the beginning of the 1990's, vocational education in Estonia had to follow Soviet policy and regulations. There were artificial boundaries between the tertiary and vocational educational systems. As a rule, compulsory secondary education was accompanied by vocational training which lacked flexibility.

Today, there are different curricula depending on the educational level attained by a student. In 1994/95 there were 82 different vocational training institutions with 26 445 students. These schools offered more than one hundred fields of study. Since the early 1990s, 7 vocational educational institutions exist at the tertiary level. New programmes to meet the needs of a national market economy have been introduced (business management, navigation, aviation, tourism, police and military, etc.). Administrative responsibility for non-tertiary level vocational education institutions is delegated to the local municipalities. A number of secondary schools also offer some vocational training.

Adult and non-formal education

During recent years, over 40 state-supported adult education institutions have been established. Opportunities for various fields of study have increased since there are also various private initiatives. A voluntary umbrella organization "Andras" coordinates non-formal adult education activities, and other associations such as the Adult Education League, the Adult Educators'

Association, Open Education Association and Study Circles Association have been established.

In addition to this, a PHARE Framework Agreement and a first Financing Memorandum was signed in December 1991.

PHARE-address of the National Contact Point:

Estonian National Contact Point
Akadeemia Tee 23
0026 Tallinn
ESTONIA
Contact person: Prof. Raivo Vilu
Tel.: ++372 252 9247
Fax: ++372 639 8382
E-mail: raivo@kbfi.ee

Enic Network-address:

Academic Recognition Information Centre
Foundation "Archimedes"
Ministry of Culture and Education
Kohtu 6
0100 Tallinn
ESTONIA
Contact person: Mr. Gunnar Vaht
Tel.: ++372 6 962 415 and ++372 6 962 414
Fax: ++372 631 12 13
E-mail: gunnar@haridus.edu.ee
Office hours: Monday to Friday 8.30 - 17.00 (open to callers 9.00 - 17.00)
Publications: Higher education system in Estonia, 1997
Functions:

- collects and provides information on the higher education systems, higher education institutions, course programmes and credentials in Estonia and abroad;
- academic and professional recognition and evaluation of foreign credentials;
- consultation to individuals and institutions regarding Estonian higher education (system, legislation, studies, credentials, etc.);
- preparations for integration to NARIC Network.

Study Centres in Estonia:
a)
The Distance Education Study Centre
Tallinn Technical University
Centre for Continuing Education
Ehitajate tee 5
0026 Tallinn
ESTONIA
Contact person: Mr. Jaanus Kiili
Tel.: ++372 6203 600
Fax: ++372 6203 600

E-mail: jaki@va.ttu.ee

b)
The Distance Education Study Centre
University of Tartu
Centre for Continuing Education
Tahe str. 4-D-356
2400 Tallinn
ESTONIA
Contact person: Mrs. Terje Tuisk
Tel.: ++372 7 465 562
Fax: ++372 7 465 562

5.8 Hungary

General information

Reform of the Hungarian education system to emphasise a more open and less centralised system began in the late 1960s - far earlier than the changes in other central and eastern European countries. Curricular changes occurred extensively on a national level - essentially once every decade. A major curricular overhaul was attempted in 1978 but it was not universally accepted. In subsequent years, changes were gradually made to decrease political and administrative involvement and ideological issues in curricular matters.

Prior to political changes in the late 1980s, the most significant changes occured with the Education Act of 1985 which granted significant autonomy to all education - including colleges and universities. The 1985 Act was not accompanied by formal changes in the existing, centrally directed curriculum. Nevertheless, it radically reduced external control of school operations and granted substantial autonomy to teachers to define most dimensions education within their schools.

As a result of the changes made possible by the 1985 Act, school-level changes increased. In recent years an increasing number of schools outside the public sector have been established. These include private schools offering academic programmes oriented to preparation for higher education, progressive pedagogical schools offering academic programmes orientated to preparation for higher education, progressive pedagogical methods, programmes for special groups of the population (e.g. handicapped people). In addition to this, a number of schools were transferred back to the churches.

Distance education and open learning

Besides traditional ways of learning, adults are more and more engaging in programs of distance education. Some years ago, Hungary was enabled to join the distance-teaching university at Hagen (FernUniversität Hagen) and the Open Universiteit in the Netherlands. The knowledge of the national language and the recognition of the secondary school certificate are the two conditions of entry. In order to secure the incorporation of distance education into the Hungarian system of education, the minister for education established a national council of distance education (NTT). In addition to this, the society of dissemination of academic knowledge (TIT) is cooperating with some local organizations and therefore busy to expand its network of distance education. On the sector of higher education, the NTT and a committee of experts for distance education are jointly preparing distance education for post-graduates.

The practice of distance education and open training is becoming popular in Hungary. Many people are interested in the efficiency of these methods of learning and want to know if they are able to apply them for their own education. There is a "First Summer School" in Gödöllo, which is providing information about experiences and methods of open or distance learning and about Hungarian initiatives and networks of distance education.

During the 80ies, however, education initiatives had come to a halt in Hungary (apart from "correspondence-courses" and some pilot programmes).
In 1991, taking into consideration the international trends in this field, under the initiation of Hungarian experts, the Ministry of Culture and Public Education established the National Council for Distance Education (NCDE).

Six Hungarian universities and colleges were supported to commence the training of DE experts, establish a National Board of Experts of DE and conduct activities aiming at curriculum development and adaptation. These activities were mainly conducted under the framework of international programmes and with the support of the NCDE Regional Centres of Distance Education.

The majority of DE development activities in Hungary were financed in addition to the national resources within framework of international co-operation, mainly under the different PHARE programmes (e.g. Multi-Country co-operation in Distance Education , PHARE National Sub-project, TEMPUS).

The Pannonia TEMPUS Joint European Project (JEP) was launched on the first of September 1992. This 3-year-programme had the primary aim of linking the activities of members of the related Hungarian institutional network to training experts of DE development. The 6 Hungarian universities established a Regional Centre of Distance Education. The contractor of the JEP was the Italian Distance Education Association (CAMPO).

During the first year of the project, 25 people, mainly university lectures, were trained to be managers of distance education. During the second year of the project, a basic distance training of 200 hours was launched for a group of 125 trainees. Participants visited leading European DE institutions.

The first step within the JEP was the completion of a thorough training needs analysis investigation in Hungary. Based on the results of this study, the following five areas of development were identified:

- tourism
- social work
- management and banking
- distance education methodology
- post-secondary education

Hungarian partner institutions were nominated to co-ordinate each of these development areas.

In Hungary, in addition to the 6 existing regional centres, a further 10 institutions have joined the programme which has significantly extended the range of the Hungarian partner institutions.

In order to promote the curriculum development activity, a mobility programme involving approximately 100 experts was formulated.

Among the important international programmes for co-operation it is above all worth mentioning the PHARE Multi-Country Co-operation in Distance Education.

Due to the different international programmes for co-operation, significant changes can be observed in relation to the evaluation and introduction of DE in Hungary. Experts with serious professional potential have been trained, distance educational organisations have been created and the elaboration of the general concept of distance education is in progress at a governmental level.

In the near future the institutionalisation of DE will occur, too. The first step in this process was the establishment of the National Association of Distance Teaching Universities and colleges which, in collaboration with the National Council for Distance Education, conducts the performance of daily operative tasks and enhances the elaboration of studies on education programmes in Hungary.

Recognition on the sector of higher education

On 25 July 1991, Hungary and the Federal Republic of Germany signed an agreement on the recognition of achievements obtained at institutions of higher education. It is in force for five years and is tacitly extended for another two years if not terminated six months in advance by one of the two countries.

This agreement comprises issues concerning the continuation of studies and admission to studies, the preparation of examinations and the holding of titles. Moreover, it defines the universities which are, according to German or Hungarian laws, institutions of higher education. A standing committee of experts, consisting of twelve members appointed by the two countries may unanimously decide to change this list of selected universities. According to the agreement, periods of study, achievements that have been obtained during the studies and examinations acquired in one of the two countries are treated as equivalent to the standards in the other country.

Exceptions from this rule are possible if only one of the two countries concerned awards a degree or a title after the successful completion of a final examination, while the other country does not offer a certificate or title for a corresponding course of study.

Those achievements obtained during a course of study that enables the student to do his or her doctorate are also mutually recognized between both countries. In addition to this, achievements obtained during courses of study or achievements obtained within examinations at German non-universitary institutions (e.g. polytechnics) as well as achievements obtained at German universities are always recognized at Hungarian universities resp. at Hungarian non-universitary institutions and vice versa.

A completed course of study or state examination as well as any other academic degree is recognized in Hungary as a prerequisite to take up a corresponding course of study in order to obtain a doctorate or a Hungarian degree of a "candidate for sciences". The recognition of Hungarian academic degrees is also valid for the taking up of a dissertation in Germany. Additional technical

qualifications which may be required are regulated individually by the universities concerned.

Among the recognition of academic degrees are diplomas, Master of Arts, "Lizentiaten" and any academic degree in the rank of a doctorate which may be awarded either by a German or Hungarian university.

Exceptions from this rule are possible if one of the degrees mentioned above is only awarded by a university of one of the two countries. However, the right to have an academic degree does not include the right to exercise an occupation.

The standing committee mentioned above is responsible for deciding on any question on this matter.

Since 1993, there is also an International Studies Centre (ISC) at the university of economics in Budapest which works autonomously. It offers five different courses of study to foreigners:

- undergraduate courses (certificate: Bachelor of Arts)
- graduate courses (certificate: Magister of Arts)
- individual studies (part-time studies without certificate)
- universitary summer schools
- short-term courses

The duration of the terms range from one week up to eight semesters according to the course chosen. All the courses are with costs and held in English, while the academic degrees which are awarded are recognized internationally. Interested persons may contact the following address for information:

International Studies Centre (ISC)
1093 Budapest
Fövam tér 8
HUNGARY
Tel.: 117-1153
Fax: 117-0608
Guiding: Prof. Dr. Jósef Béracs

PHARE-address of the National Contact Point:

National Council for Distance Education
Ida utca 2
1143 Budapest
HUNGARY
Tel.: ++36 1 343 74 88
Fax: ++36 1 343 75 35
E-mail: ntt@hungary.net

Accreditation

The current situation in Hungary is quite unclear. For higher education, the way-around widely applied is: if one has an accredited course, this course may be announced in any form, be that regular, evening, correspondence or distance training. As for vocational training (both on the secondary and post-secondary level), there is a long list of occupations each identified by a code (the National Training Code=NTC). If one wishes to launch a vocational course than he or she is required to meet the requirements specified for the specific profession in the NTC. Then the given institute is accredited, in general, within one year, as compliant with the given specifications by the Ministry of Labor (and not the Ministry of Culture and Public Education, as it is presently called in Hungarian). Accreditation of courses for higher education takes a minimum of two years.

Study centres in Hungary:

a)
The Study Centre of the Association of Colleges of Economics
The College for Trade, Tourism and Catering
Alkotmány u. 9-11
1054 Budapest
HUNGARY
Contact person: Dr. Ágnes Winkler
Tel.: ++36 1 332 99 29
Fax: ++36 1 302 29 56

b)
JATE Distance Education Study Centre
József Attila University (JATE)
Dugonics tér 13
6722 Szeged
HUNGARY
Contact person: Dr. Karoly Fabricz
Tel.: ++36 62 454 482
Fax: ++36 62 310 412
E-mail (1): kfabricz@lingo.u-szeged.hu
E-mail (2): distance.education@jate.u-szeged.hu

c)
The Study Center
Technical University Budapest
Bertalan L. u. 2.Z ép. 101/A
1521 Budapest
HUNGARY
Contact person: Dr. Péter Moson
Tel.: ++36 1 463 35 46
Fax: ++36 1 463 24 60
E-mail: odls@khmk.bme.hu

d)
North Hungarian Regional Distance Education Centre
Miskolc University
Egyetemváros
3535
HUNGARY
Contact person: Kocsisné Dr. Mária Baán
Tel.: ++36 46 365 111, ext. 2335
Fax: ++36 46 363 929

Other Regional Study Centres for Distance Education in Hungary:

a) Regional Centre for Dsitance Education in Central Hungary
2103 Gödöllõ, Práter K. u. 1-3.
HUNGARY
Director: Dr. Szabó József
Tel.: (28) 310-200/1180, (28) 310-017
Fax: (28) 310-017

b) Regional Centre for Distance Education in Eastern Hungary
4032 Debrecen, Egyetem tér 1. III. Kollégium
4010 Debrecen, Pf. 85
HUNGARY
Director: Dr. Lévai László
Tel.: (52) 316-666/3015
Fax: (52) 346-609

c) South Trans-Danubian Regional Centre for Distance Education
7633 Pécs, Rákóczi út 80
HUNGARY
Director: Gáspár János
Tel.: (72) 251-444/2503
Fax: (72) 251-444/2504

d) Regional Centre for Distance Education in South-East Hungary
5000 Szolnok, Ady u. 9
HUNGARY
Director: Dr. Madaras Lászlóné
Tel.: (56) 421-455
Fax: (56) 340-699

e) West Trans-Danubian Regional Centre for Distance Education
9026 Gyõr, Hédervári út 3
HUNGARY
Director: Dr. Szekeres Tamás
Tel.: (96) 310-352
Fax: (96) 318-017

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f) Central Trans-Danubian Regional Centre for Distance Education
8201 Veszprém, Pf. 158
HUNGARY
Director: Dr. Méray László
Tel.: (88) 422-103
Fax: (88) 426-016

Enic Network-address:

Hungarian Equivalence and Information Center
Ministry of Culture and Education
Szalai u. 10-14
1055 Budapest
HUNGARY
Contact person: Dr. Tibor Gyula Nagy
Tel.: ++36 1 269 3171
Fax: ++36 1 332 1932
E-mail: tibor.nagy@mkm.x400gw.itb.hu

5.9 Latvia

General information

Parliament defines the main principles, goals and structure of Latvian education. The Ministry of Education and Science and the local authorities devise and implement the education system.

The legal basis of the Latvian education system consists of the Constitution of 1992 and the Education Act of 1991. According to these documents, the residents of Latvia have the right to education irrespective of social and material status, race and ethnicity. The state and the local governments are responsible for carrying out educational policy and the management of schools. Reforms have taken place since Latvia gained independence in 1991; they were aimed at developing a modern and more flexible educational system based on the positive traditions and values but at the same time free from the distortion and political doctrine that were characteristic of education in the former Soviet Union.

Special attention is given to the language of instruction. Education at all levels, including university education, is guaranteed in the official state language (Latvian). However, the Education Act of 1991 states that the right to an education in one's own language, in accordance with the Language Law, is also available to residents of other nationalities living within in the state, but it is mandatory to acquire the official language, Latvian. There is a considerable number of state schools with instruction in the pupil's mother tongue, whether Russian, Ukrainian, Polish or others, but all pupils are required to study Latvian.

The principal aims of the reforms are to gradually introduce principles and teaching methods characteristic of a modern education system, and to provide students with the knowledge and skills they need to meet the requirements and challenges of a free, market-oriented society. The standards define the objectives of each course of study, the curriculum and methods of instruction. A syllabus for each course of study is provided by the Ministry of Education. These documents are intended as basic recommendation.

Recognition

In Latvia, there are several recently established state-founded and state-financed institutions which do not have a state-approved statute, but still the state as the founder responsible for the quality of education.

Therefore the quality accreditation process in Latvia still is a subject of discussion. One cannot divide into accredited or non-accredited ones.

In 1991, the EDUCATION ACT allowed to establish private education institutions. About 12 institutions obtained the license to offer educational courses and studies in the fields of business, psychology and religion. But the license is not equivalent to state-recognition. Although these private institutions have to struggle with problems of poor income (only made by tuition fees), this does not mean that the quality of education given there is necessarily low because these small private institutions are more flexible in developing curriculums.

For a better understanding, one may divide the institutions into four goups:

- Traditional well-established institutions, such as all the institutions bearing the name of *University, Medical, Art and Music Academies* and several others,
- recently established state-founded and state-financed institutions, which may have a State approved statute or not, but which are still on their way to meet accreditation standards completely. All these institutions are to some extent "unofficially recognized" by the state,
- private institutions which have a license for beginning of higher education activities. Before accreditation the state can not take responsibility on the quality of education in these institutions,
- there is a little number of private institutions having no license for activities in higher education field (usually having a license for specialized secondary education or claiming to be branches of foreign institutions). (Latvian ENIC Paper No 004-95).

All in all there are no fixed Latvia rules determining the admission system and it may differ between the several institutions and even the different faculties of the same institution of higher education.

The main forms of an admission procedure are following:

- 1-4 competitive entrance examinations;
- a competition of diplomas plus an interview by the Admission board, which may include general questions in subjects important to the chosen subject;
- just a competetion of diplomas (usually judging by the marks in subjects important to the chosen program and/or average mark in secondary school certificate);
- knowledge of Latvian language is evaluated in these case when the applicant has not had a Latvian as the language of instruction in secondary school.

PHARE in Latvia

In 1995, PHARE and the Government of Latvia started a joint programme on the reform of vocational education and training reform in Latvia. The overall objective of the PHARE Vocational Education and Training (VET) Reform Programme is to assist the Government of Latvia in modernising and reforming the vocational educational and training system as one of the key elements in the social and economic reform process. The PHARE assistance to this reform process can be summarised as:

- support in curriculum development in 20-25 selected pilot schools;
- support in the implementation of the revised curricula;
- assistance in the design and development of a national strategy vocational education and training;
- assistance in the design and implementation of a national dissemination strategy for the development of methods and approaches in the pilot schools.

The PHARE assistance to the programme has been agreed for a period of 3 years, and started in March 1995.

In questions concerning recognition of foreign academic and vocational qualifications following address should be contacted:

Enic Network-address:

Academic Information Centre
Ministry of Education, Culture and Science
Valnuiela 2
1098 Riga
LATVIA
Contact person: Dr. Andrejs Rauhvagers
Tel.: ++371 2 21 38 70 or 22 52 60
Fax: ++371 2 21 39 92 or 371 8 82 01 71
E-mail: enic@izm.gov.lv
brensone@izm.gov.lv
Office hours: 9.00 - 17.00 (open to callers on request)
Publications:

- Description of Latvian Secondary Education Establishments and Secondary Education Credentials, 1994;
- Higher Education Establishments of Latvia. Description of Study Programmes, 1994;
- Higher Education Establishments of Latvia. General Information and List of Study Programmes, 1994;
- Current Educational System of Latvia; World Education News and Reviews, 1995;
- State Higher Education Institutions in Latvia. General Description of Latvian Educational System and Annotations of Study Programmes, 1996;
- Education in Latvia. General Description of Latvian Educational System and List of State Higher Education, 1996.

Functions:

- preparation of informative material on Latvian education system and information exchange with other ENICs;
- consultations to other ENICs and, foreign HE institutions regarding Latvian academic credentials;
- recognition of foreign diplomas of HE and diplomas providing access to HE;
- consultations to Latvian HE institutions on foreign educational systems.

PHARE-address of the National Contact Point:

Latvian National Contact Point
Faculty of Radioengineering and Telecommunication
Riga Technical University
12 Azenes str.
1048 Riga
LATVIA
Contact person: Dr Ilmars Slaidins
Tel.: ++371 761 42 80 (new number as of mid May 1997: ++371 708 92 80
Fax: ++371 733 81 70
E-mail: slaidins@rsf.rtu.lv

Study Centres in Latvia:
a)
Distance Education Study Centre at the University of Latvia
19, Raina blvd.
1586 Riga
LATVIA
Contact person: Dr. Ilze Ivanova
Tel.: ++371 722 94 32
Fax: ++371 722 50 39
E-mail: ilzei@lanet.lv

b)
Distance Education Study Centre at Riga
Technical University
12, Azenes Str.
1048 Riga
LATVIA
Contact person: Dr. Atis Kapenieks
Tel.: ++371 761 42 80 (new number as of mid May 1997: ++371 708 92 16)
Fax: ++371 733 81 70
E-mail (temporary): slaidins@rsf.rtu.lv

5.10 Lithuania

General information

The new "Law on Education of the Republic of Lithuania", adopted in 1991, provides for substantial change in objectives, content and structure. In 1992, the Government published for general discussion a document entitled "General Concept of Education in Lithuania". Numerous suggestions related to the new concept have been made and the Government is prepared to gradually introduce the basic principles and ideas through changes in legislation and other regulatory documents. By legal acts, the Parliament defines the basic principles, structure and objectives of education in Lithuania. The Ministry of Education and Science and its specialised institutions devise and implement educational policy. The Institute of Pedagogics of the Ministry supports strategic development of the education system.

The 1991 Law authorises the creation of alternative non-state-owned educational institutions. External assistance in the country's reform efforts comes from a number of sources, e.g. the Council of Europe, PHARE, UNESCO and the Nordic Council. The Open Society Fund-Lithuania, which contributes to the publication of alternative syllabi and textbooks, provides methodical and financial assistance for regional teacher education centres.

Other projects, either in the form of bilateral agreements or international organisations, involve Denmark, Germany, Norway, the United States of America (through the Peace Corps and other initiatives), Austria, The Netherlands, France, and Great Britain.

Enic Network-address:

Studiju kokybes vertinimo centras
(=Lithuanian Centre for Quality Assessment in Higher Education)
Suvalku gatve 1
2600 Vilnius
LITHUANIA
Director: Prof. Habil. Dr. Algirdas Cizas
Head of Enic, contact person: Ms. Birute Mockiene, Deputy Director
Tel.: ++370 2 23 25 52
Fax: ++370 2 23 25 53
E-mail: bmock@skvc.ktl.mii.lt
Office hours: Mondys - Thursdays: 9.00 - 18.00; Fridays: 9.00 - 16.45
Functions:

- collection and analysis of information and documents, dissemination of information;
- advice to higher education establishments, professional organizations and individuals;
- assistance in preparation of bilateral agreements on academic and scientific exchange and mutual recognition of diplomas and negotiations;
- participation in legislative work on recognition of foreign credentials;
- organization of assessment of study programmes of HE;

- organization of evaluation of research and HE institutions;
- liaison with international networks on quality assurance in HE and on recognition of qualifications and degrees.

This centre is a member of INQAAHE (International Network of Quality Assessment Agencies in Higher Education), NAFSA (Association of International Education) and the European Association for International Education (EAIE). The centre provides information, consultations and recommendations for research and higher education institutions and for other legal persons on all questions connected with the recognition of higher education acquired abroad and fulfills international information exchange. It has the function of a NARIC within the network of the Council of Europe.

The director of the centre, Professor Algirdas Eduardas Cizas, is a member of that group which is preparing regulations on quality assessment of distance education. At the moment there are not any rules for recognition of distance courses. The Vilnius University and the Kaunas University of Technology are in charge of developing distance education centres and are running in the regional PHARE Programme. The first address of this National Contact Point is:

National Distance Education Centre
Didlaukio 82
2057 Vilnius
LITHUANIA
Contact person: Ms. Edita Salteniene
Tel.: ++370 2 657 690
Fax: ++370 2 657 550
E-mail: editsal@ktl.mii.lt

Study Centres in Lithuania:
a)
The Distance Education Study Centre
Vilnius University
Centre for Specialist-In-Service Training
Sauletekio al. 9 (III palace)
2354 Vilnius
LITHUANIA
Contact person: Dr. FerdinandasVaitiekunas
Tel.: ++370 2 769 468
Fax: ++370 2 613 473

b)
The Distance Education Study Centre
Kaunas University of Technology
Computer Training Centre
Studentu 48a
3028 Kaunas
LITHUANIA

Contact person: Mrs. Danguole Rutkauskiene
Tel.: ++370 7 799 836
Fax: ++370 7 761 746
E-mail: danrut@uni.ktu.lt

5.11 Former Yugoslav Republic of Macedonia

The Former Yugoslav Republic of Macedonia has been isolated from international contacts during the past four years. In order to re-establish existing and establish new contacts, a special round for Individual Mobility Grants (IMG) is announced for academic staff of the universities and for administrators and education planners from the the Former Yugoslav Republic of Macedonia, in order to visit EU universities and organisations. Moreover, priorities for Compact Measures (CMEs) have been formulated which are of strategic importance for the development of higher education in the Former Yugoslav Republic of Macedonia.

Enic Network-address:

Ministry of Education and Physical Culture
ul. Dimitrije Cuposki br. 9
91000 Skopje
MACEDONIA
Head of Department (International): Mrs. Zeljka Demnieva
Contact person: Mrs. Nadezda Uzelac, Senior Adviser
Tel.: ++389 91 11 97 66 or ++389 91 11 72 77 ext. 516
Fax: ++389 91 11 97 66

We are waiting for further information!

5.12 Moldova

Enic Network-address:

Ministry of Science and Education
1, Piata Marii
Adunari Nationale
277033 Chisinau
MOLDOVA
Contact person: Dr. Arcadie Barbarosie
Tel.: ++373 2 23 34 18
Fax: ++373 2 23 36 15

Further information may be obtained under the following address:

Ministry of Education
Main Division for Higher Education
1, Piata Marii Adunari Nationale
277033 Kishinev
MOLDOVA
Head of unit: Dr. Victor Stan
Tel.: ++7 422 23 32 13
Fax: ++ 7 422 23 35 15

We are waiting for further information!

5.13 Poland

General information

The legislative basis for the educational system is the Educational System Act of 1991, the Act on Schools of Higher Education of 1990, and the Act on Academic Titles and Degrees of 1991. In addition, the Teacher's Charter of 1982 (originally adopted in 1972), which defines the qualifications, conditions for appointment, workload and other conditions for teachers, is important, too. The provision of this Charter give teachers extensive privileges and power in the formulation and implementation of education policy. Headmasters have limited authority to direct what and how teachers teach. The Charter is now under revision.

According to the Teacher's Charter of 1982, all teachers must participate in at least two refresher courses in their careers. In 1991, the Ministry for National Education established the National In-Service Teacher Training Centre in Warsaw. This Centre has to provide information, innovation, and coordination with international projects.

Process of nostrification

In Poland, the nostrification of academic degrees obtained abroad is conducted by councils of organizational units which are licensed to award the academic degree of doctor habilitated of a given field of art or science. If such a competent organizational unit does not exist in Poland or if there is no Polish equivalent to the academic degree obtained abroad, nostrification is executed by a Council appointed by the Central Commission for Academic Title and Academic Degrees.
(cf.: Ministry of National Education, Department of Science and Higher Education (Ed.): Regulation of the Chairman of the Council of Ministers of 22 July 1991 on the Rules and Procedure for Nostrification of Academic Degrees Obtained Abroad, Warsaw, 1994)

The nostrification of diplomas and professional titles obtained at schools of higher education abroad is conducted by the council of a faculty which is licensed to award the academic degree of doctor of a given field of art or science, equivalent to the professional title figuring in the diploma to be nostrified. In the field of art and artistic disciplines, nostrification of diplomas and professional titles obtained abroad may also be conducted by a council which is licensed to conduct 1st degree qualification proceedings in a given field of art in a given artistic discipline.

If there is no Polish equivalent to a diploma or a professional title which has been obtained abroad, nostrification may also be conducted by a Council appointed by the Minister of National Education.
(cf. Ministry of National Education, Department of Science and Higher Education (Ed.): Regulation of the Minister of National Education of 10 December 1991 on the Rules and Procedure for Nostrification of Diplomas and Professional Titles Obtained Abroad, Warsaw, 1994)

Certificates of completion of primary schools abroad are recognized as equivalent to certificates of completion of a Polish primary school if it appears from the certificate that the study period in the foreign school was at least 7 years and that candidates were first admitted to the school not earlier than at the age of six.

Nostrification of certificates of completion of schools abroad which are equivalent to:
1) the matriculation certificate of secondary education,
2) the certificate of completion of secondary school of secondary education,
3) the certificate of completion of basic vocational school,
4) the certificate of completion of primary school
is conducted by the School Superintendent, competent for the place of residence of the person seeking nostrification.

Matriculation certificates of secondary education obtained abroad or certificates of completion of secondary schools abroad are recognized as equivalent to matriculation certificates of public secondary schools of general education and secondary vocational schools, if:
1) they comprise a clause stating that the holder of the certificate is entitled to seek admission to studies in a school of higher education in the country where the certificate was issued or
2) enclosed with the certificate is a letter from the foreign school authorities or a Polish consular mission stating that the certificate entitles the holder to seek admission to studies in a school of higher education in the country where the certificate was issued.

Certificates of completion of foreign crafts, industry, commerce, cooperative, business and similar schools are recognized as equivalent to the certificates of completion of public basic vocational schools on the basis of comparison of the list of subjects taught at the school abroad with a list of subjects included in the plan of training for a given profession and speciality at the basic vocational school.

If equivalence in the cases mentioned above is not granted, however, certain nostrification proceedings including examinations will decide on the matter.
(cf.: Ministry of National Education, Department of Science and Higher Education (Ed.):
Ordinance of the Minister of National Education of 12 October 1993 on the Rules and Procedure for Nostrification of Certificates Obtained Abroad, Warsaw, 1994)

In addition to these legal regulations, some multilateral and bilateral agreements have been signed between Poland and other countries which regulate the Equivalence of Certificates and Diplomas.

Multilateral agreements

In Poland, the following multilateral agreements are the legal grounds for recognition of secondary-school certificates, higher school degrees, period of studies and scientific degrees:

1. The Prague Convention on reciprocal accreditation of equivalence of documents of completion of secondary schools, secondary vocational schools, higher schools, and documents on granting scientific degrees and titles of 1972.
2. The UNESCO Convention on accreditation of studies, higher education and scientific degrees in the states of the European region of 1979.
3. The block of the Council of Europe conventions to which Poland was admitted in 1994:

- on equivalence of certificates leading to admittance to higher schools;
- on academic accreditation of university qualifications;
- on equivalence of university study periods;
- on general equivalence of university study periods.

Among the above mentioned conventions only the Prague Convention determines an unconditioned equivalence of specific types of certificates and degrees issued in the former Soviet block countries (secondary-school certificates, degrees certifying completion of higher school studies are recognised equal, as well as granting scientific degrees and titles). Other conventions constitute general legal backgrounds and encouragement to reciprocal accreditation of documents on education . Therefore, to make a decision on equivalence of national and foreign qualifications at higher education level is the competence of each state, and it is not prearranged.

In Poland, the bodies competent to take a decision on equivalence of documents related to education are:

- educational superintendents' offices with regard to equivalence of secondary-school-certificates;
- higher schools with regard to equivalence of study periods;
- higher schools or individual governmental departments with regard to equivalence of degrees granted after the completion of studies and confirming granting of scientific degrees (in case of documents issued in the states being parties of the Prague Convention, or bilateral agreements with the Polish People's Republic or the Republic of Poland).

Polish experts are participating in work on a draft of a new convention of the Council of Europe/UNESCO on academic accreditation.

Bilateral agreements

Apart from the above mentioned multilateral agreements, Poland signed in 1975-1984 bilateral agreements on the equivalence with the USSR, GDR, CSSR, People's Republic of Bulgaria, Arab Republic of Syria and the Libyan Arab People's Socialist Republic. These agreements comprise precise equivalents of Polish and foreign certificates of completion of the school, secondary-school certificates and degrees of higher education.

On 1 January 1996, the agreement on equivalence in the higher educational system between the governments of the Republic of Poland and the Republic of Austria became effective. Moreover, work on the agreement on equivalence in the higher educational system is in its final stage between the governments of the Republic of Poland and the Federal Republic of Germany.

If Polish certificates of vocational training are to be recognized in Germany, it is usually asked if the submitted certificates are *equivalent* [to German certificates]. The term *equivalence*, however, is not exactly defined. It is only agreed on the possiblity that this equivalence may be fulfilled with regard to formal, material or functional aspects.

Considering these criteria in practice, however, two cases have to be distinguished. In the case of emigrants of German origin who have completed their vocational training in Poland, the idea of a quick economic and social integration as well as the keeping of assets is to the fore. Thus, equivalence is interpreted widely in this case and especially functional equivalence is considered important, wheras formal aspects are hardly taken into account. But if on the other hand a "foreigner" who does not belong to the group of exiles submits the same certificates, equivalence will be interpreted in the narrow sense.

First of all, some problems with the awarding of equivalence result from the two different qualification-levels of vocational training: the level of a skilled worker (completion of basic vocational school or completion of apprenticeship) and the level of a technician (i.e. completion of medium vocational school). With regard to this matter, there are mainly problems of classification on the second level as there is no German first training for technicians while the Polish term *technician* is much wider by partly comprising the tertiary (economic) sector and some programs of training as programs for technicians which in Germany are professions according to the law for vocational training (within the dual system) and thus actually are on the level of a skilled worker. Moreover, other problems occur on the recognition of master craftman's diplomas: in many cases, the setting-up of a self-owned business is allowed, while on the other hand it is not allowed to hold a title or to train apprentices independently. On the level of skilled workers, problems may occur due to a narrow image of Polish programmes of training (which currently is to be changed by the planned reform of vocational training) or practically due to the fact that training as well as vocational practice have been acquired by an obsolete technique.

On the other hand, experts on equivalence within the German institute for vocational training (Bundesinstitut für Berufsbildung, = BIBB) are underlining the high standard of Polish vocational training acquired either at full-time vocational schools or within an apprenticeship. In both of these two ways of training, theory and practice are equally evaluated, i.e. also the full-time vocational school considers a broad and solid practical training important. This is the reason for the serious crisis of the whole system of vocational training which was caused by businesses' retreat from practical training. Thus, the BIBB on equivalence recommends to evaluate the three Polish qualifications of
- skilled worker/journeyman;
- technician;

- master (craftsman or industry)as equivalent to the corresponding German qualifications, at least according to the German *Bundesvertriebenengesetz*, i.e. for Polish exiles living in Germany.

(source: Uwe Lauterbach, *Internationales Handbuch der beruflichen Bildung*, Baden-Baden, 1995)

Distance education

In respond to our enquiry about the recognition of academic and vocational qualifications in the field of distance education, the Distance Education Study Centre at the Centre for Continuing Education (address see under Study Centres in Poland, f)), informed us that the only method of distance education provided for in the Polish law are extern examinations comprising the scope of all subjects for adults. A person who intends to take these examinations either prepares to it independently or can attend courses organised by school and other educational institutions. Extern examinations for vocational qualifications are carried out by the State Boards of Examiners which are appointed at schools, at a school complex or at the Centre for Continuing Education by the Supervisory Office of education (Kuratorium Oswiaty). Diplomas of graduation or certificates of vocational titles are issued by the schools at which the Board was appointed.

Issues related to carrying out the extern and vocational qualifications are regulated in the following laws:
1.) Ordinance of the Minister of Education of 01.10.1992 about rules and course of carrying out the extern examinations and about the fees for the examination (Dziennik Ustaw Nr. 80, poz 410);
2.) Ordinance of the Minister of Education and the Minister of Labour and Social Welfare of 12.10.1993r about rules and conditions of increasing vocational qualifications and general education of adults (Dziennik Ustaw Nr. 103, poz 472);
3.) Ordinance of the Minister of Education of 07.07.1993r about rules of issuing and patterns of certificates, state diplomas and other printed forms, about the methods of their correcting and issuing duplicates, as well as about legalising documents intended for legal use abroad and about the fees for the above mentioned activities (Dziennik Ustaw Nr. 102, poz 467).

Poland's examination and recognition of previous studies and academic performances in Germany

Persons who are interested in only beginning their studies in Poland or to begin and complete a course of study in this country can basically assume that their German *Abitur* entitles them to take up their studies at Polish institutions of higher education as it does in Germany.

As it is not clear to what extent the German *Fachhochschulreife* may entitle its bearer to be admitted to studies in Belgium, it is advisable to contact the Polish embassy or the Polish consulates in good time before taking up the studies in order to clarify the matter.

The recognition of certificates of academic performance that have been obtained at German universities is to be regulated according to the "agreement between the government of the Federal Republic of Germany and the government of the Republic of Poland on the recognition of equivalence in the field of higher education", which was to be signed with the end of the year 1994. According to this agreement, terms, achievements of study and examinations which have been obtained within a course of study at a German university which directly offers admission to a PhD are recognized for the same course of study at a Polish university. Additional technical requirements for qualification are taken into consideration according to those regulations which are decisive for each of the universities concerned.

Those achievements which have been obtained during studies or examinations at German polytechnics (i.e. *Fachhochschulen*) or during corresponding courses of study at German comprehensive universities are recognized or taken into account on request for universitary courses of study at Polish universities according to the regulations for recognition in the Federal Republic of Germany.
(source: Deutscher Akademischer Austauschdienst (DAAD) (Ed.), *Studienfuhrer Polen* (Bonn, 1994), pp. 9-10)

Enic Network-address:

Ministry of National Education
Department of International Cooperation
Ministerstwo Edukacji Narodowej
Al. J. Ch. Szucha 25
PL-00918 Warszawa
POLAND
Contact person: Dr. Dorota Lewandowska
Tel.: ++48 22 628 04 61 - 297 241 ext. 530, 682
Fax: ++48 22 628 85 61
Telex: 816841
E-mail: lewand@kaliope.men.waw.pl
Office hours: 8.15 - 16.15

PHARE-address of the National Contact Point:

National Centre for Distance Education (OCEN)
ul. Dominikanska 9
02-738 Warsaw
POLAND
Contact person: Dr. Grazyna Klimowicz
Tel.: ++48 22 644 11 03
Fax: ++48 22 644 10 58
E-mail: ocenkpk@waw.pdi.net

Study Centres in Poland:

a)
The Distance Education Study Centre
Warsaw University of Technology
ul. Armii Ludowej 16
00-637 Warsaw
POLAND
Contact persons: Dr. Wojciech Gilewski and
Prof. Roman Nagórski
Tel. & fax (1): ++48 22 256 048
Tel. & fax (2): ++48 22 660 64 31
E-mail: romnag.miele>@omk.il.pw.edu.pl

b)
The Distance Education Study Centre
The Lifelong Learning Centre
University of Mining and Metallurgy
Al. Mickiewicza 30 (B-4)
30-059 Cracow
POLAND
Contact person: Dr. hab. Jerzy Mischke
Tel.: ++48 12 17 37 71 and 12 17 39 12
Fax: ++48 12 17 37 71
E-mail: gmischk@kinga.cyf-kr.edu.pl

c)
The Distance Education Study Centre
Centre for Continuing Education
Kielce University of Technology
Al. 1000-lecia P.P.7
25-314 Kielce
POLAND
Contact person: Dr. Artur Bartosik
Tel.: ++48 41 24 333
Fax: ++48 41 24 331
E-mail: cku@eden.tu.kielce.pl

d)
The Distance Education Study Centre
Technical University of Gdansk
ul. Narutowicza 11/12
80-952 Gdansk
POLAND
Contact persons: Prof. Jozef Wozniak and
Ms. Anna Grabowska
Tel.: ++48 58 47 22 40
Fax: ++48 58 47 20 44
E-mail: blanka@pg.gda.pl

e)
The Distance Education Study Centre -
Regional Extramural Education Centre at the Higher School of Business
33-300 Nowy Sacz
ul. Zielona 27
POLAND
Contact person: Dr. Krzysztof Pawlowski
Tel.: ++48 18 43 55 12
Fax: ++48 18 43 52 13
E-mail: office@wsb-nlu.nowy-sacz.pl
Contact person: Urszula Makosz
Tel.: (48.18) 43 53 66 and 18 43 50 11
Fax: (+48) 18 43 52 13
E-mail: makosz@wsb-nlu.nowy-sacz.pl

f)
The Distance Education Study Centre at the
Centre for Continuing Education
ul. Powstancow Slaskich 10
41-902 Bytom
POLAND
Contact person: mgr Ryszard Klak
Tel.: ++48 32 81 60 76
Fax: ++48 32 81 27 84

g)
The Distance Education Study Centre at the
Centre for Continuing Education
ul. Czajkowskiego 49
38-404 Krosno
POLAND
Contact person: mgr Kazimiera Stasik-Moskal and
mgr Zdzislaw Socha
Tel.: ++48 13 43 26 310
Fax: ++48 13 43 22 473
E-mail: cku@ks.onet.pl

h)
The Distance Education Study Centre at the
Centre for Continuing Education
ul. Dluga 13
65-401 Zielona Gora
POLAND
Contact person: mgr Malgorzata Olech-Klonecka and
mgr Beata Dziedzic
Tel.: ++48 68 20 22 37
Fax: ++48 68 20 22 37

5.14 Romania

General information

The right to education is laid down in the 1991 Constitution. University faculties control admission through faculty-specific entrance examinations in addition to the school-leaving (Baccalaureate) exam taken by students in four-year academic and technical lycée.

The new Education Law, in draft for more than three years, was finally passed in September 1995.

A major impetus for the implementation of reform was the '93 publication of "The Reform of Education in Romania: Conditions and Perspectives". This "White Paper" was produced by a team of researchers in the Institute of Pedagogical Sciences. At the same time an Education Reform Project for pre-university education - financed jointly by the Romanian Government and the World Bank and in preparation since 1991 - began implementation in October 1994. The programme of educational reform will continue to the year 2000.

Admission to studies

General and practical information for foreign students is given in a brochure - General Conditions for Admission to Studies for Citizens from Abroad. The university assumes no responsibility for and is under no obligation to applicants who arrive at the University without having been notified of their admittance to studies by the Ministry of Education and Science.

Conditions for admission:
1. Students from abroad are admitted to studies upon approval of the Ministry of Education and Science. The applicants should write to the following address in order to get approval for enrollment to study:

Ministry of Education
International Relations Office
Str.Henry Berthelot Nr.31
RO-70738 Bucharest 6
ROMANIA

2. In order to enroll, applicants must not exceed the age of 30. They must have graduated from secondary school and hold a Baccalauerate Diploma (secondary school diploma) or an equivalent certificate. Equivalence shall be certified in writing by the Ministry of Education from their respective countries.

Foreign students who do not have a good command of the Romanian language begin their studies with a preparatory year during which they are expected to the learn the Romanian language. Such preparatory courses are run by the Faculty of Letters, with focus on the students' chosen field of education. At the end of the preparatory year, the students are expected to take written and oral examination in the subject areas for which they wish to apply.

3. Citizens from abroad are enrolled without an entrance examination. In order to pursue their studies at the required level, candidates should produce evidence of a good academic record.

4. In order to take a post-graduate course, candidates will submit a diploma issued by a 4 - 6 year higher education institution in the field in which they want to specialize. Specialization courses run for less than six months and are held in an international language.

5. A Ph.D. degree can be obtained in most of the study areas at the university (full time - 3 years; part time - 4 years). To be accepted, a candidate is required to possess a B.A., M.A., or equivalent diploma granted by a higher education institution with a duration of at least four years; a preparatory year may be necessary. Admission is by oral examination. Candidates will take standardized examinations in their field of study and write on standardized topics. They will publicly defend their thesis.

Doctoral or specialization studies longer than 6 months are undertaken in Romanian language. However, the Romanian Ministry of Education may approve for "correspondence studies" (i.e. exams, essays and final dissertation, as well as the entrance exam for doctoral study, be held in a language of world-wide circulation), provided the candidates make prove of linguistic competence and the university is able to assure specialists with a good command in that language.

Financial conditions

Scholarship grants are offered under the current agreements on bilateral and cultural and scientific cooperation between Romania and other countries. Self-supporting students pay their tuition fees and cover their maintenance expenses in freely convertible currency. They must pay the following fees:

Full-time courses:

- for full-time undergraduates: 320 $ per month;

for doctoral programme or post-graduate specialization courses: 340 $ per month.

Extramural or correspondence examinations:

- for each exam session the applicant must pay the monthly fees established for full-time courses;
- for the diploma examination or for defending a doctoral thesis: 845 $.

The above-mentioned fees are paid in advance for a minimum period of three months and cover tuition, accomodation in student hostels, meals, and medical assistance.

Bilateral and multilateral cooperation

Romania is involved in various international programmes of education and cooperating with other universities to a large extent. There are 29 *interuniversity agreements* and 23 *interfaculty agreements*, mostly between Romanian institutions of higher education and universities in France and the USA. Moreover, Romania is involved in 17 TEMPUS Joint European Projects and 2 complementary Measures Projects CME. It is alos connected to some other trans-European programmes as: ACE, COST, PECO, COPERNICUS and to the European Union's PHARE Programme for Democracy (by PROMETHEUS: CIVIS-EAST).

(source: http://www.ubbcluj.ro/univ/international.html)

Enic Network-address:

Ministère de l'Enseignement et de la Science
Département de l'enseignement supérieur
Str. Général Berthelot 28-30
70738 Bucuresti
ROMANIA
Contact person: M. Stefan Stanciu
Tel.: ++40 1 615 74 30
Fax: ++40 1 312 26 52 / 312 66 14
Persons in charge: M. Iulian Beju
Ms. Gabriela Sabau (NARIC) Tel.: ++40 1 615 00 01
Ms. Elena Diacu (ENIC)
Office hours: 8.00 - 16.00
Publications:

- Forum - Higher Education Review;
- L'enseignement et la pédagogie en Roumanie;
- Revue de pédagogie.

PHARE-address of the National Contact Point:

Romanian National Contact Point
12 Spiru Haret Str.
Bucharest
ROMANIA
Contact person: Prof. Ioan Popa
Tel.: ++40 1 615 0421
Fax: ++40 1 615 0421 or 312 4877
Email: chera@dial.roknet.ro

Study Centres in Romania:
a)
University of Bucharest
Distance Education Study Centre
Faculty of Physics
University of Bucharest
P.O. Box 15-105

77300 Bucharest
ROMANIA
Contact person: Conf. Dr. Bogdan Logofatu
Tel.: ++40 1 780 5385 / 1510
Fax: ++40 1 312 3127
Email: logofatu@cti.fizica.unibuc.ro

b)
CODECS Distance Education Study Centre
The Centre for Open Distance Education for Civil Society
Calea Serban Voda, nr. 95-101
P.O. Box 67-20
77106 Bucharest, Sector 4
ROMANIA
Contact person: Dr. Ionel Chera
Tel.: ++40 1 336 0551
Fax: ++40 1 336 0552
Email: chera@codecs.eunet.ro

c)
Iasi Distance Education Study Centre
„Alexandru Ioan Cuza" University
Bd. Copou 11
6600 Iasi
ROMANIA
Contact person: Lect. Dr. Alexandu Stancu
Tel.: ++40 32 144 760 / 218
Fax: ++40 32 213 330
Email: alstancu@uaic.ro

d)
Sibiu Distance Education Study Centre
„Lucian Blaga" University of Sibiu
Bd. Victoriei 5-7
2400 Sibiu
ROMANIA
Contact person: Deputy Dean, Prof. Dr. Alexandru Grad
Tel.: ++40 69 215 556
Fax: ++40 69 217 887

e)
Brasov Distance Education Study Centre
Transilvania University of Brasov
Str. Politechnicii 1-3
2200 Brasov
ROMANIA
Contact person: Senior Lecturer Mihai Romanca
Tel.: ++40 68 141 580 / 116
Fax: ++40 68 152 630
Email: romanca@vega.unitbv.ro

f)
Cluj Distance Education Study Centre
Technical University of Cluj - Napoca
Faculty of Electronics and Telecommunications
Str. Baritiu 26
3400 Cluj - Napoca
ROMANIA
Contact person: Deputy Dean, Prof. Dr. Aurel Vlaicu
Tel.: ++40 64 191 689
Fax: ++40 64 194 831
Email: vlaicu@utcluj.ro

g)
Timisoara Distance Education Study Centre
„Politechnica" University of Timisoara
Str. P.-ta Victoriei 2
1900 Timisoara
ROMANIA
Contact person: Vice rector, Conf. Dr. Nicolae Robu
Tel.: ++40 56 200 332
Fax: ++40 56 190 231
Email: nrobu@aut.utt.ro

5.15 Russia

Recognition

In the Russian Federation, two national bodies deal with the recognition of diplomas and degrees. The Ministry for General and Professional Education of the Russian Federation is in charge of the recognition of general education, vocational education, higher education credentials. The State Supreme Certifying Committee is responsible for the recognition of doctoral degrees.

There are several legislative documents which determine the procedures of recognition in the Russian Federation. Two of them are the "Law on Education" of 10 July and its new edition of 13 January 1996, and the "Law on Higher and Postgraduate Education" of 22 August 1996. There are several main regulations on this matter, for instance, the Decree of the Ministry for General and Professional Education "Procedure for the Recognition and Equivalence of Diplomas and Degrees in Non-University and University Level Higher Education as well as in Postgraduate Education" of 9 January 1997, N 15.
Distance education is in a phase of progress in the Russian Federation. Certainly, various forms of DE have already been used for many years, but wide spreading of the distance education is developing (for further information on DE see below).

Bilateral agreements

Due to the enormous size and the composition of the former USSR, the question of transnational mobility meant already a question of domestic mobility for this country. By means of a central drawing-up of qualification standards and definition of professions as well as uniform salary scales, the recognition of the different professions in the single countries and territories was ensured to the greatest possible extent. In the Russian Federation, which also comprises many republics and autonomous territories, the tradition of a central nomenclature of the former USSR was accepted for the most part. It has not yet been become clear, however, to which extent certificates of vocational training are recognized in the other republics of the former USSR.

In Germany, the following regulations are valid for Russian certificates of vocational education (these are especially important if one considers the large number of Russian emigrants living in Germany):

- Certificates of vocational training at qualification-level 1 or 2 are treated as equivalent to German semi-skilled jobs, professions with a job experience of to 2 years;
- Certificates of vocational training at qualification-level 3 or 4, which are mainly those certficates awarded at technical vocational schools (obtained after a training with machines and tools which are obsolete from the German point of view), are normally treated as equivalent to the German certificate of proficiency.
- Students who have completed courses at medium vocational schools of a qualification-level of 5 or 6 with technical subjects are treated as equivalent to persons who are in possession of a German master craftman's diploma of industry.

(source: Uwe Lauterbach, *Internationales Handbuch der beruflichen Bildung*, Baden-Baden, 1995)

Distance education in Russia

Apart from conventional studies, Russians may also study at a distance or take up evening courses. These alternative ways of studying are offered for nearly all subjects. In the former Soviet Union, many employees acquired a degree by distance education or by education in evening courses. Up to the present day, however, conventional studies have become more popular (in 1993/4, 63.9 per cent of all students in Russia were doing conventional studies compared to only 58.4 per cent in 1990/1). Apart from this fact, the total number of students decreased from the years 1989/90 to 1993/4 by 11 per cent. It seems to be obvious that this negative development, which does primarily affect institutions of distance education (decrease of total number of students from 1989/90 to 1993/4: 19 per cent) and those institutions which offer evening courses (decrease of total number of students from 1989/90 to 1993/4: 45 per cent) is caused by the presently difficult economic situation and the situation on the labour market.
(cf: Oskar Anweiler et al., *Bildungssysteme in Europa. Entwicklung und Struktur des Bildungswesens in zehn Ländern: Deutschland, England, Frankreich, Italien, Niederlande, Polen, Rußland, Schweden, Spanien, Türkei* (Weinheim and Basel, 1996)

Enic Network-address:

State Committee for Higher Education of the Russian Federation
Department of Recognition
51 ul. Lyusinovskaya
11 38 33 Moskva
RUSSIA
Tel.: ++7 095 237 8312
Fax: ++7 095 230 2089
Person in charge: Dr Yuri Akimov
Office hours: 9.00 - 18.00

Dr. Yuri Akimov kindly sent us a fax with the following content:

1. In the Russian Federation , two national bodies deal with the recognition of diplomas and degrees. The Ministry for General and Professional Education of the Russian Federation is in charge of the recognition of general education, vocational education, higher education credentials. The State Supreme Certifying Committee is responsible for the recognition of doctoral degrees.
2. There are several legislative documents determined procedures for the recognition in the Russian Federation. Two of them are Law "on Education" of 10th July and its new edition of 13th January 1996, and the Law "On Higher and Postgraduate Education" of 22nd August 1996. There are also several main regulations on this matter, for instance, Decree of the Ministry for General and Professional Education "Procedure for the Recognition and Equivalence of Diplomas and Degrees in Non-University and University Level Higher Education as well as in Postgraduate Education" of 9th January 1997 N 15.

3. The distance education is at the progress stage in the Russian Federation. Certainly, various forms of it are used for many years, but wide spreading of the distance education is developing.

With regard to distance education in Russia, it may be added that courses of study within the area of distance education are offered by various Russian institutions of education. Some of them are using methodical teaching material which have been offered by foreign partners.

Among the most important institutions in the area of distance education are
- Moskovskoj gosudarstevennyj univerzitet ekologii, statistiki i informatiki (State University Moscow for ecology, statistics and computer science) = MSUESI, tel.: ++7 095 442 71 55 / fax: ++7 095 442 70 33 - Mr. V. A. Samojlov; another contact person is Mr. C. A. Shchennikov, tel./fax: ++7 095 556 49 89
- Mezdunarodnyj centr distancionnogo obucenija (International centre for distance education) "LINK" (tel./fax: ++812 247 20 88 - I. A. Cikin)

Moreover, there is a journal for science and practice called "Distancionnoe obrazovanije" (= Distance Education); editor-in-chief is the rector of the State University Moscow for ecology, statistics and computer science (MSUESI), Mr. V. P. Tichomirov.

In 1996, the "centre for information and analysis of the system of distance education" ("Centr informacionno-analiticeskogo obespecenija sistemy distancionnogo obrazovanija") (=CIAN) was established. Material may be obtained by Internet (http://www.unicor.ac.ru/cian). Director of the CIAN is Mr.Popov, Valerij, Vasilevic, Dr. Prof. for technical subjects, deputized by Mr. Verzbitskij, Vladimir, Vladimirovic, candidate of the philosphical faculty and lecturer.

In addition to this, there is a "Yaroslavl Regional Distance Learning Centre" which is a state organization providing extra-curricular education (both internally and remotely) to students in different subjects with the use of computer and telecommunications technology, and coordinating the formation of regional education information resources.

The basic functions of this centre are:
- training students and taechers in the region to work in a computer telecommunications oriented environment;
- establishing teaching methods appropriate to the requirements of remote training techniques;
- gathering information resources locally for the needs of secondary education and maintaining systems for remote access to global information resources;
- increasing awareness of the "information revolution" amongst and improving the computer competence of teachers and pupils;
- introducing advanced information technologies into education.

Address:

Yaroslavl Regional Distance Learning Centre
Office 204
Sobinov Street 31/6
150000 Yaroslavl
RUSSIA
Director: Irina E. Vasil'eva
Tel.: ++7 0852 30 29 62
Email: irina@dlc.edu.yar.ru
Educational Division Secretary:
Olga G. Muzikova
Tel.: ++7 0852 32 88 91
Internet-link: http://www.edu.yar.ru

Under the following addresses, more information is provided:
a)
Center for new information technologies in Higher Education
Centr "Informika"
Lusinovskaia str.
Moscow 113833
RUSSIA
E-mail: box@informika.ru
Tel.: ++7 (095) 237 6155
Fax: ++7 (095) 232 3654
Internet-link: http://www.informika.ru/eng/
E-mail: webmaster@uicde.ru

b)
Federal Centre for Computer University Networks
RUNNet
14 Sablinskaya ul.
St. Petersburg 197101
RUSSIA
Tel.: ++7 (812) 238 87 69 or 238 76 22
Fax: ++ 7 (812) 232 76 22
E-mail: center@run.net
Internet-link: http://www.runnet.ru

5.16 Slovak Republic

General information

After 1989, the education of the then Czechoslovak Federal Republic (CSFR) underwent fundamental changes in philosophy and structure which are reflected in legislation, i.e. mainly the Education Act of 1990, which amended the 1984 Act, the Higher Education Act of 1990 and the Act on State Administration and Self-Government, passed in 1992 with a new version expected by the end of 1996.

The 1990 Administration and Self-Government in Education Act gives greater independence to schools principals, regional and local authorities. The principal is responsible for curriculum implementation, educational standards and financial management of the school.

School Councils with parent, community and teacher representation have been established. Standards are monitored by School Inspectorate, which is controlled by the Ministry of Education.
The language of instruction is Slovak, with some teaching in minority languages in regions where linguistic minorities exist (e.g. Hungarian, Ukrainian and Romany). However, all minority-language students must study Slovak and sit examinations in both languages if applicable. There is a proposal to conduct some courses in Slovak language in order to assist the integration of minority groups into the system of education and the labour force.

Education is free in all state schools and universities, but students in private and church schools pay fees.

Teachers in Slovakia are trained in faculties of education as well as subject faculties of universities and other types of HEIs. The minimum of pre-service teacher training is four years. To acquire a teaching qualification, all students must meet "Pedagogical minimum" requirements set by the state, which cover educational studies as well as pedagogical practice. Post-graduate and doctoral studies are available in ten faculties of four Slovak universities.

At the school level, a mentorship system is being introduced in which a beginning teacher is supervised by an experienced teacher-mentor for a one-year probationary period.

Distance education

On recognition, confer Czech Republic, regulation on nostrification of 20 November 1990, §7.

In the Slovak Republic, there are no special laws with regard to distance education. The amendment of the act on higher education passed in October 1996 amend the establishment of non-state universities in which undergraduate study is provided by remittance of the costs for study. The act of further education was designed and its proposal received the governmental approval. It defines strategies and responsibilities in the whole system of long-life education in Slovakia. An independent legal provision on accreditation procedures and activities of accreditation committee will be issued by the Ministry of Education.

Both regulations will also mention provision and possibilities of distance education. For a better cooperation between the ministry and the participants of the project (PHARE-project) the Legislation Committee of the Council was established. Its responsibility is to design legislation proposals and operational rules for distance education for the Council. The committee is led by the head of department of further education of the Ministry.

Contact person at the Ministry of Education is
PhDr. DuTauan Kulich, head of the dept. of further education.
Tel.: ++421 7 3704 209 or 279
Fax: ++421 7 376 364

The university itself is responsible for the recogniton of academic qualifications and permanently accredited by the Ministry of Education for special fields. The employer is responsible for the recognition of a vocational qualification.

The Local Centres of Distance Education (there are 5 in Slovakia) are offering distance education courses. At present, these courses are prepared and offered:
1. Protection of Bio-diversity
2. Legal and Economic Background for Entrepreneurs
3. Waste Treatment
4. Graphical Informational System
5. Banking Services and Financial Management
6. Total Quality Management and Risk Assessment
7. Landscape-ecological Planning and Design
8. Environmental Education
9. University Entry Studies

More than 300 applicants were enrolled in the first run to opened courses.

PHARE-address of the National Contact Point:

National Centre of Distance Education
Slovak Technical University
Vlazovova 5
812 43 Bratislava
SLOVAK REPUBLIC
Contact person: Mr. Miroslaw Babinský
Tel.: ++421 7 3594 548
Fax: ++421 7 3594 678
Email: babinsky@rstu.vm.stuba.sk

Study Centres in Slovakia:
a)
Lokalne Stredisko Distancneho Vzdelavania
(LSDV - Local Centre of Distance Education)
Slovak Technical University
Ilkovicova 3
812 19 Bratislava
SLOVAK REPUBLIC

Contact person: Doc. Ing. Mikulas Huba
Tel.: ++421 791 771 and 791 833
Fax: ++421 729 521
Email: huba@elf.stuba.sk

b)
Lokalne Stredisko Distancneho Vzdelavania
(LSDV - Local Centre of Distance Education)
Technical University of Kosice
Letna 9/A
042 00 Kosice
SLOVAK REPUBLIC
Contact Person: Ing. Iveta Orbánová
Tel.: ++421 95 63 33 220
Fax: ++421 95 63 33 220
Email: Iavrina@ccnov.tuke.sv

c)
Lokalne Stredisko Distancneho Vzdelavania
(LSDV - Local Centre of Distance Education)
Fakulta ekologie a enviromentalistiky
Technical University of Zvolen
T.G. Masarykova 24
960 54 Zvolen
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Publications:

- International Agreements on Equivalence of Documents on Education, 1991;
- Higher Education in the Slovak Republic, 1992;
- How to get to Higher Education Institutions, 1996.

5.17 Slovenia

General information

The right to education is laid down in the Constitution. The language of instruction is Slovene, with some bilingual or minority language schools or programmes in regions where linguistic minorities (Italian, Hungarian) exist.

The Ministry of Education and Sport in Slovenia has taken a bold approach to the setting and monitoring of national standards through the 1995 introduction of new, externally administered examination at the end of the four-year general academic and technical secondary cycle. The phased development of and the preparation for this Matura examination have had a strong effect on educational policy and practice throughout the Slovenian education system. The Matura serves as a special check on nationally agreed and calibrated standards through which student performance can be measured and compared between schools and with regard to time.

Pupils sit the Matura at the end of their four-year general academic or vocational studies. The Matura - run for the first time in June 1995 - consists of three compulsory subjects (Slovene language and literature, mathematics, foreign language) and two electives in natural or social science, foreign language or technical subjects. The Matura will take the place of university-set entrance examinations.

The formulation of the Matura "catalogues" in each subject has led to close co-operation and discussion between curriculum developers, university, lectures, secondary school-teachers and has resulted in joint formulation of subject aims and objectives. The Matura preparation process itself has served a catalyst in clarifying educational standards.

Recognition

In the Republic of Slovenia, the recognition of school certificates is based upon the act for nostrification of foreign school certificates (Official Gazette of SRS No. 42/72 enclosed). This act has not yet been translated into English language. In addition to this, there are various multilateral and bilateral agreements concluded between Slovenia and other countries which constitute the legal ground for the recognition of foreign academic and professional qualifications.

Distance education

On the other hand, there are no specific legal regulations with regard to distance education in Eastern Europe. If part of a regular school system, the legal basis for recognition is the same as stated above. If not, such education will not be recognized in Slovenia.

A typical feature of education in Slovenia - a country with two million inhabitants in Central Europe before it became independent in 1991 - was a well developed system of adult education with a network of 40 centres to educate employed people (called workers' universities). But adult education was considerably influenced by political requirements on the consultation model.

In Slovenia, the introduction of modern open/distance education is thus at the beginning. In 1994 the Ministry of Education initiated a project of experimental introduction of distance education (hereinafter DE) in Slovenia. The Faculty of Economics (hereinafter FE) had been chosen as the pilot institution. This traditional university institution had been running part-time study in nine Slovene towns, using the premises of the former workers' universities for traditional face-to-face teaching.

The FE has introduced DE experimentally in the academic year 1995/96. Preparatory activities have been carried out as a national subproject of Slovenia in the framework of the PHARE Programme for Multicountry Cooperation in Distance Education.

The objective of the first phase of the project was to begin DE experimentally in the first year of Business School in 1995/96 in three study centres, and later (if the results permit it) integrate DE into the regular organizational scheme of the FE, and develop new DE courses.

The above mentioned decision coincided with the decision of the Ministry of Education to embark on a pilot project of DE on the undergraduate level in Slovenia. The FE was selected as the pilot institution and included as the National Contact Point (hereinafter NCP) for Slovenia in the PHARE Programme for Multicountry Cooperation in Distance Education.

According to the plan, the FE started experimental implementation of the DE programme in October 1995 for the first year of Business School at three study centres located in Nova Gorica, Ptuj and Trebnje with 230 students enrolled.

The status of DE students is equal to full-time or part-time students. This is possible under the statutory requirements of the existing legislation on higher education, since DE in Slovenia is defined as one of the study forms (beside full-time and part-time study). To entering the DE programme of Business School, students are required to achieve a secondary school level.

According to the underlying principles, the scheme of DE implementation was tailored to the students' characteristics as much as possible.

Taking into account the DE students' employment and lack of time, special DE study materials for independent study were prepared by the FE's professors (i.e. mostly as printed materials, some audiotapes and a diskette). This allows them far more flexibility in terms of time and place of study. But it was also kept in mind that the majority of them are quite young people who have not developed their skills to study independently, and are not - with regard to their previous study results - very keen learners. Therefore the strong study support of tutors and professors was also made available to them (group-study meetings, personal and telephone contacts, contacts via computer with tutors and contact hours, telephone contacts, contacts via computer).

The "distance" taught academic year lasts 18 months. In each study centre the study support services are offered for nine courses. The students have to pass nine exams in order to enroll in the second year of study. The DE students are supported by tutors and professors of the FE during the period of six, seven or eight weeks, i.e. during the time one course lasts. The support services are organized according to a preplanned sequence of courses.

The whole DE process is led and controlled by the FE, the FE being responsible for the quality of the DE programme.

In each of the study centres there is one person responsible for administrative, organisational issues and counselling. Students can get information on the DE programme from the administrator-counsellor at the study centre and from the administrator at the FE. In each study centre there is a special room available to students where they can contact each other (as well as students in other centres by Email) and use the available facilities (a computer and the Internet, a videorecorder, a resource library, etc.).

The study centres are in charge of the organization of tutorials according to the professors' instructions, they collect the fees and distribute study materials to DE students. Contact hours are organized in cooperation with the study centre, the FE and professors. Students' enrollment takes place at the study centres and is organized in cooperation between the FE and the study centre.

The student records data are kept in the computer database at the FE, including the data on exam scores. The study centres have the access to data at the FE via computer networks.

During the experimental period, all the managerial activities necessary for successful implementation of the DE programme were run by the NCP but the formal issues (the status of students, the recognition of courses passed elsewhere) were under the charge of the vice-dean for study affairs.

In this framework, the key activities of the NCP were the following: the design of training programmes for the staff involved in the DE project (altogether about 60 persons, including the staff from the FE, the study centres, and the tutors) and the organisation of this training; the activities connected with integrating DE into the current organizational, financial and management scheme; management activities related to production and delivery of DE study materials.

After one year of the experimental period from October 1996 onwards the DE programme has the status of aregular programme. It is managed by the part-time study administrative office. It is planned that after the transformation of the first three part-time study centres into DE study centres other part-time study centres will be enabled to operate as DE study centres, too.

The development and introduction of DE in higher education was a novelty in Slovenia and has as such induced a number of innovations.

- the whole approach of the development of DE at a traditional university of a socialist country, exploiting the available domestic (human, material and infrastructure) resources in combination with the outside expertise and in accordance with the characteristics of the local environment;
- the DE programme and DE study materials, developed on the basis of the existing study programme and study materials, prepared by the same authors as for traditional university study;
- implementing a new pedagogical pardigm in a study process from a teacher-oriented to a student-oriented process (a change role of the FE's professors who became DE course writers, facilitators and leaders of DE pedagogical process instead of being lecturers);
- setting up a system of tutorials led by tutors, which is a completely new phenomenon in Slovene higher education and unique also with regard to a close cooperation between professor (course writer) and tutor;
- transformation of the former part-time study centres (workers' universities) into study centres for modern DE;
- setting up a DE information system (computer links between the FE and the study centres, creating a home page on the WWW with the information on DE and hypertext study materials, with DE students getting access to all the Internet services, etc.);

The evaluation based on modern approach was carried out in Slovenia for the first time. It was run during the experimental period aimed at immediately improving the DE study process.

The actual implementation effected newly established links with foreign DE experts and DE institutions which resulted in proposals to include the FE in international projects. Besides, Slovenia today is more integrated into other countries' educational systems and transitional educational projects.

The FE has accomplished the first phase of developing DE. Taking the DE project as a whole, it is believed that its relative efficiency results from the fact that the project was implemented at a traditional university with already available basic resources for DE, a long-lasting tradition and a solid organisation in part-time study, a committed staff and a strong support by the Ministry for Education.

The FE is now entering a new phase of DE. This phase will be characterized by the following:

- developing new courses which will offer to the students of Business school a possibility to select from among nine different areas of specialization as well as a creation of short-cycle programmes for other target groups;
- initiating the process of DE development at other faculties and other educational institutions in Slovenia, which have been showing great interest in developing and implementing DE programmes;
- continuing with a transformation of the former centres for part-time study to modern DE study centres;
- reorganizing the NCP scheme, since the extended scope of activities run by the NCP requires more autonomous forms of organisation;

- taking an active part in the second phase (follow-up) of the PHARE Programme for Multicountry Cooperation in Distance Education.

The extension of DE to other study programmes at the FE and to other higher educational institutions is, of course, a natural step in the further development of DE in Slovenia.

However, full affirmation of DE - as a modern and innovative study approach in a country with traditional university still dominating - could not be achieved if it is not supported by good practice of already developed DE programme. Therefore, the main objectives of implementation of the existing DE programme at the FE are a continuous improvement and innovating of all elements of DE as well as the development of mechanism for DE permanent quality control.

(source: Bregar, L. and Zagmajster, M., *Introduction of Distance Education - Accelerator of Innovation at Traditional University*)

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5.18 Ukraine

Cooperation between higher institutions in Germany and academic institutions in the Ukraine

According to a discussion on the state and the perspectives of the cooperation between higher institutions in Germany and academic institutions in the Ukraine, which was part of the conference of German vice-chancellors ("Hochschulrektorenkonferenz") and took place on 21 March 1994, the German interest in cooperation with the Ukraine has decreased during the last years. Due to the difficult living-conditions within the Ukraine, the toughness of old structures and a variety of other problems which are not expected to be solved within a short period of time, the interest of German academics in long-term projects of cooperation with the Ukraine has decreased dramatically if compared to the enthusiasm which prevailed shortly after the period of change in the years 1989-1991. On the other hand, this negative development has also been supported by the overtaxing of German university teachers, the restrictive policy of the German Bundesländer and financial problems that have primarily affected the former GDR.

With regard to academic disciplines, cooperation in the area of engineering is still working comparatively well, while cooperation in the areas of economic, social and legal disciplines does progress only slowly. It will therefore be necessary to work together with young Ukrainian academics in these disciplines in order to overcome traditional structures that are still hindering the necessary step forward in these area.

During the discussion mentioned above, a variety of other proposals was made in order to suggest a basis for closer cooperation between Germany and the Ukraine. Among these proposals were:

- improved information for German universities on already existing programs of support,
- recording of experiences with projects of cooperation and recommendation of these experience to Ukrainian universities,
- intensification of exchange programs by closer cooperation and preceding language courses,
- a basically broader offer for language courses in German and English for Ukrainian students or lecturers,
- a closer contact to former guest students and lecturers in order to enhance cooperation and information,
- a purposeful distribution of funds by agreement on main issues,
- a long-term financial support for already existing projects of cooperation,
- an appropriate translation of up-to-date specialist literature.

In March 1994, 54 projects of cooperation existed between higher institutions in Germany and academic institutions in the Ukraine. Within these projects, 32 German and 31 Ukrainian institutions were involved.

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7. Appendix

1. Council Directive (89/48/EEC) of 21 December 1988 on a general system for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration (pp. 19/16-19/24).
2. Council Directive (92/51/EEC) of 18 June 1992 on a second general system for the recognition of professional education and training to supplement Directive (89/48/EEC) (pp. 209/25-209/45).
3. Commission Directive (95/43/EEC) of 20 July 1995 to Council Directive (92/51/EEC) on a second general system for the recognition of professional education and training to supplement Directive (89/48/EEC) (pp. 184/21-184/33)
4. Leitfaden für die allgemeine Regelung zur Anerkennung der beruflichen Befähigungsnachweise (pp. 1-25).
5. Merkblatt der KMK-ZAB zur Anerkennungsrichtlinie 89/48/EWG [Council Directive (89/48/EEC)] des Rates der EG (pp. 1-24).
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7. Ministerio dell'Università e della Ricera Scientifica e Tecnologica, Prof. Silvia Capucci: Fax 0049/2331/88 06 37 on the Recognition of Foreign Academic/Professional Qualifications.